

Saint Joseph's College

2005 - 2006 Academic Catalog


Jump In Learn More Get Involved



**SAINT
JOSEPH'S**
COLLEGE
INDIANA

Involved For Life





Digitized by the Internet Archive
in 2018 with funding from
Jasper Foundation, Inc/Saint Joseph's College

https://archive.org/details/saintjose00sain_gsv



Welcome to Saint Joseph's College!

Saint Joseph's College has served students for over a century. Our student-centered campus and curriculum are designed to create an environment which encourages learning. We take pride in our Catholic heritage, our strong career preparation and our strong humanities-based liberal arts Core Curriculum.

Our unique blend of a strong career focus with a liberal arts education will prepare you not only for your first job experience following college, but will prepare you for the life changes, career shifts and growth opportunities that you will face throughout your life.

I invite you to browse our *Catalog*, look closely at our academic programs, review our policies, and enjoy this overview and tour of Saint Joseph's College. You can also learn more about Saint Joseph's College by visiting our web site at www.saintjoe.edu.

If you have any questions, feel free to contact one of our faculty, staff or admissions counselors. Any one of us will be pleased to talk with you.

Ernest R. Mills III, J.D.
President

Table of Contents

| | | | |
|---------------------------------|----|------------------------------|-----|
| Academic Calendar 2005-2006 | 5 | Course Descriptions | 65 |
| Academic Calendar 2006-2007 | 7 | Core Curriculum | 65 |
| Mission Statement | 9 | Accounting | 68 |
| History of the College | 9 | Art | 71 |
| Special Features of the College | 10 | Biology | 75 |
| The College Community | 11 | Business Administration | 85 |
| Core Curriculum | 11 | Chemistry | 92 |
| Program of Church Music | 12 | Communication | 95 |
| The College Library | 12 | Computer Science | 98 |
| Academic Computer Center | 12 | Criminal Justice | 103 |
| Study Abroad | 13 | Economics | 105 |
| Admission to the College | 14 | Education | 109 |
| Campus Visits | 14 | English | 113 |
| General Requirements | 14 | Foreign Languages | 118 |
| Freshman Standing | 15 | Geology, Meteorology, & | 121 |
| Home School Students | 15 | Physics | |
| Special Students | 15 | History | 124 |
| Early Admission | 15 | International Studies | 126 |
| Transfer Policies | 16 | Journalism | 128 |
| Veterans, Non-traditional | 16 | Lay Ecclesial Ministry | 130 |
| International Students | 17 | Mass Communications | 132 |
| Mathematics Proficiency | 17 | Mathematics | 137 |
| Degrees Offered | 18 | Music | 142 |
| Pre-Professional Programs | 19 | Nursing | 150 |
| Graduation Requirements | 20 | Philosophy | 158 |
| Tuition and Fees | 22 | Physical Education | 162 |
| Financial Policies | 23 | Political Science | 168 |
| Financial Aid | 24 | Psychology | 173 |
| Student Development | 32 | Religion | 179 |
| Campus Facilities | 42 | Social Work | 182 |
| College Housing | 44 | Sociology | 185 |
| Earning Academic Credit | 46 | Theatre | 190 |
| Academic Policies | 49 | | |
| Registration, Add/Drop | 49 | Rensselaer Program of Church | 193 |
| Withdrawal/Leave-of-Absence | 50 | Music and Liturgy | |
| Grading | 53 | | |
| Academic Honesty | 54 | Administration and Faculty | 208 |
| Probation and Dismissal | 56 | | |
| Teacher Education | 57 | | |
| Student Academic Awards | 59 | | |

SAINT JOSEPH'S COLLEGE
ACADEMIC CALENDAR 2005-2006

FALL SEMESTER (TERM 051)

| | | |
|--------|------|--|
| Aug 10 | Wed | Deadline for financial arrangements with College Bank |
| Aug 18 | Thur | Freshman orientation |
| Aug 19 | Fri | Freshman orientation & enrollment in ballroom |
| Aug 21 | Sun | Upperclass enrollment/registration-P.M. in ballroom |
| Aug 22 | Mon | Classes begin 8:00 A.M. |
| Aug 25 | Thur | Opening Convocation |
| Aug 26 | Fri | Last day to make course changes (add/drop period) Last day to register independent study projects for Fall Term |
| Sep 5 | Mon | Labor Day - no classes |
| Sep 7 | Wed | All clubs must be registered with the Office of Campus Life |
| Oct 13 | Thur | End of mid-term period |
| Oct 14 | Fri | No classes |
| Oct 17 | Mon | Classes resume at 8:00 A.M. |
| Oct 18 | Tue | Mid-term grades due 10:00 A.M. in Registrar's Office |
| Nov 2 | Wed | Last day for declaration of pass/not-pass option for eligible courses Last day for course withdrawals |
| Nov 7 | Mon | Registration for Winter Term opens in the ballroom |
| Nov 11 | Fri | Registration for Winter Term closes |
| Nov 18 | Fri | Thanksgiving recess begins after the last class |
| Nov 28 | Mon | Classes resume at 8:00 A.M. |
| Dec 12 | Mon | Exam week begins |
| Dec 15 | Thur | Exam week ends. Last day of Fall Term |
| Dec 19 | Mon | Grades due 10:00 A.M. in Registrar's Office |
| Dec 21 | Wed | Final grade reports mailed to student's permanent (home) address |

WINTER SEMESTER (TERM 052)

| | | |
|--------|------|--|
| Dec 10 | Sat | Deadline for final arrangements with College Bank |
| Jan 8 | Sun | New students enroll & register Late registration for returning students who did not register in November |
| Jan 9 | Mon | Classes begin at 8:00 A.M. |
| Jan 13 | Fri | Last day to make course changes (add/drop period) Last day to register independent study projects for Winter Term |
| Jan 19 | Thur | Deadline for removal of "I" grades & petition for grade changes for Fall Term |
| Mar 3 | Fri | End of mid-term period; Spring break begins after last class |
| Mar 7 | Tue | Mid-term grades due 10:00 A.M. in Registrar's Office |
| Mar 13 | Mon | Classes resume at 8:00 A.M. |
| Mar 22 | Wed | Last day for declaration of pass/not-pass option for eligible courses Last day for course withdrawals |
| Apr 3 | Mon | Registration for Spring Term & Fall Term (2006) opens |
| Apr 6 | Thur | Registration for Spring Term & Fall Term (2006) closes |
| Apr 14 | Fri | Good Friday - no classes |

6 Calendar

| | | |
|--------|------|---|
| Apr 17 | Mon | Easter Monday - no classes |
| Apr 18 | Tue | Classes resume at 8:00 A.M. |
| May 1 | Mon | Exam week begins |
| May 4 | Thur | Exam week ends; Last day of Winter Term |
| May 5 | Fri | Senior grades due 8:00 A.M. in Registrar's Office |
| May 7 | Sun | Commencement |
| May 9 | Tue | Grades of all other students due 10:00 A.M. in Registrar's Office |
| May 12 | Fri | Final grade reports mailed to the student's permanent (home) address |
| Jun 8 | Thur | Deadline for removal of "I" grades & petition for grade changes for Winter Term |

SPRING SESSION (TERM 053)

| | | |
|--------|------|--|
| May 15 | Mon | Enrollment & registration in Registrar's Office |
| May 16 | Tue | Classes begin (5-week session & 8-week session) |
| May 17 | Wed | Final day to enroll & register for Spring Term |
| May 17 | Wed | Last day to make course changes (add/drop period) |
| May 25 | Thur | Last day for course withdrawals (5-week session) |
| May 29 | Mon | Memorial Day - no classes |
| Jun 8 | Thur | Last day for course withdrawals (8-week session) |
| Jun 16 | Fri | Last day of spring 5-week session |
| Jun 20 | Tue | Grades due 10:00 A.M. in Registrar's Office (5-week session) |
| Jun 23 | Fri | Final grades for Spring term will be mailed to student's permanent (home) address (5-week session) |
| Jul 4 | Tue | Independence Day Observance - no classes |
| Jul 7 | Fri | Last day of Spring 8-week session |
| Jul 11 | Tue | Grades due 10:00 A.M. in Registrar's Office (8-week session) |
| Jul 14 | Fri | Final grades for term will be mailed to student's permanent (home) address (8-week session) |
| Jul 21 | Fri | Deadline for removal of "I" grades & petition for grade change for Spring session (5-week session) |
| Aug 11 | Fri | Deadline for removal of "I" grades & petition for grade change for Spring session (8-week session) |

SUMMER SESSION (TERM 054)

| | | |
|-----------|------|--|
| Jun 26-27 | | Placement examinations (MA students) |
| Jun 28 | Wed | Check-in and registration for all students; advising of new students |
| Jun 29 | Thur | Classes begin |
| Jul 5 | Wed | Last day to make course changes (add/drop period) |
| Jul 5 | Wed | Last day for course withdrawals for term |
| Jul 28 | Fri | Last day of summer session; Summer Commencement |
| Aug 1 | Mon | Grades due at 10:00 A.M. in the Registrar's Office |
| Sept 1 | Fri | Deadline for removal of "I" grades and petition for grade changes for summer session |

SAINT JOSEPH'S COLLEGE

ACADEMIC CALENDAR 2006-2007

FALL SEMESTER (TERM 061)

| | | |
|--------|------|--|
| Aug 10 | Thur | Deadline for financial arrangements with College Bank |
| Aug 17 | Thur | Freshman orientation |
| Aug 18 | Fri | Freshman orientation & enrollment in ballroom |
| Aug 20 | Sun | Upperclass enrollment/registration - P.M. in ballroom |
| Aug 21 | Mon | Classes begin 8:00 A.M. |
| Aug 24 | Thur | Opening Convocation |
| Aug 25 | Fri | Last day to make course changes (add/drop period) Last day to register independent study projects for Fall Term |
| Sep 4 | Mon | Labor Day - no classes |
| Sep 6 | Wed | All clubs must be registered with the Office of Campus Life |
| Oct 12 | Thur | End of mid-term period |
| Oct 13 | Fri | No classes |
| Oct 16 | Mon | Classes resume at 8:00 A.M. |
| Oct 17 | Tue | Mid-term grades due 10:00 A.M. in Registrar's Office |
| Nov 1 | Wed | Last day for declaration of pass/not-pass option for eligible courses Last day for course withdrawals |
| Nov 6 | Mon | Registration for Winter Term opens in the ballroom |
| Nov 10 | Fri | Registration for Winter Term closes |
| Nov 17 | Fri | Thanksgiving recess begins after the last class |
| Nov 27 | Mon | Classes resume at 8:00 A.M. |
| Dec 11 | Mon | Exam week begins |
| Dec 14 | Thur | Exam week ends/ Last day of Fall Term |
| Dec 18 | Mon | Grades due 10:00 A.M. in Registrar's Office |
| Dec 21 | Thur | Final grade reports mailed to student's permanent (home) address by this date |

WINTER SEMESTER (TERM 062)

| | | |
|--------|------|---|
| Dec 10 | Sun | Deadline for final arrangements with College Bank |
| Jan 7 | Sun | New students enroll & register Late registration in ballroom for returning students who did not register in November |
| Jan 8 | Mon | Classes begin at 8:00 A.M. |
| Jan 12 | Fri | Last day to make course changes (add/drop period) Last day to register independent study projects for Winter Term |
| Jan 18 | Thur | Deadline for removal of "I" grades & petition for grade changes for Fall Term |
| Mar 2 | Fri | End of mid-term period; Spring break begins after last class |
| Mar 6 | Tue | Mid-term grades due 10:00 A.M. in Registrar's Office |
| Mar 12 | Mon | Classes resume at 8:00 A.M. |
| Mar 21 | Wed | Last day for declaration of pass/not-pass option for eligible courses Last day for course withdrawals |

8 Calendar

| | | |
|--------|------|---|
| Apr 2 | Mon | Registration for Spring Term & Fall Term (2007) opens |
| Apr 5 | Thur | Registration for Spring Term closes Registration for Fall Term closes |
| Apr 6 | Fri | Good Friday – no classes |
| Apr 9 | Mon | Easter Monday – no classes |
| Apr 10 | Tue | Classes resume at 8:00 A.M. |
| Apr 30 | Mon | Exam week begins |
| May 3 | Thur | Exam week ends; Last day of Winter Term |
| May 4 | Fri | Senior grades due 8:00 A.M. in Registrar's Office |
| May 5 | Sat | Commencement |
| May 8 | Tue | Grades of all other students due 10:00 A.M. in Registrar's Office |
| May 11 | Fri | Final grade reports mailed to the student's permanent (home) address by this date |
| Jun 7 | Thur | Deadline for removal of "I" grades & petition for grade changes for Winter Term |

SPRING SESSION (TERM 063)

| | | |
|--------|------|---|
| May 14 | Mon | Enrollment & registration in Registrar's Office |
| May 15 | Tue | Classes begin (5-week session & 8-week session) |
| May 16 | Wed | Final day to enroll & register for Spring Term Last day to make course changes (add/drop period) |
| May 24 | Thur | Last day for course withdrawals (5-week session) |
| May 28 | Mon | Memorial Day - no classes |
| Jun 7 | Thur | Last day for course withdrawals (8-week session) |
| Jun 15 | Fri | Last day of 5-week Spring session |
| Jun 19 | Tue | Grades due 10:00 A.M. in Registrar's Office (5-week session) |
| Jun 22 | Fri | Final grades for Spring term will be mailed to student's permanent (home) address by this date (5-week session) |
| Jul 4 | Wed | Independence Day Observance - no classes |
| Jul 6 | Fri | Last day of 8-week Spring session |
| Jul 10 | Tue | Grades due 10:00 A.M. in Registrar's Office (8-week session) |
| Jul 13 | Fri | Final grades for term will be mailed to student's permanent (home) address by this date (8-week session) |
| Jul 20 | Fri | Deadline for removal of "I" grades & petition for grade change for Spring session (5-week session) |
| Aug 10 | Fri | Deadline for removal of "I" grades & petition for grade change for Spring session (8-week session) |

SUMMER SESSION (TERM 064)

| | | |
|-----------|------|--|
| Jun 25-26 | | Placement examinations (MA students) |
| Jun 27 | Wed | Check-in and registration for all students; advising of new students |
| Jun 28 | Thur | Classes begin |
| Jul 3 | Wed | Last day to make course changes (add/drop period) |
| Jul 5 | Fri | Last day for course withdrawals for term |
| Jul 27 | Fri | Last day of summer session; Summer Commencement |
| Jul 30 | Mon | Grades due at 10:00 A.M. in the Registrar's Office |
| Aug 31 | Fri | Deadline for removal of "I" grades and petition for grade changes for summer session |

MISSION STATEMENT

Saint Joseph's College (Indiana), a primarily undergraduate Catholic college, founded and sponsored by the Missionaries of the Precious Blood, pledges itself to a tradition of excellence and to a liberal education that is a united endeavor of intelligence and faith.

The College places exceptional emphasis on the education of the whole person. Its nationally known Core Curriculum complements up-to-date career preparation in the major. These academic programs enrich and are enriched by programs of spiritual development, residence education, and athletics.

The College serves a diverse student body composed of men and women of all races, creeds, and socio-economic backgrounds who can thrive academically, spiritually, and socially in this inclusive community.

To fulfill this Mission, the College pledges:

- 1) To form graduates who are competent professionals, capable of assuming leadership roles in the world, who will embody Gospel values in their personal lives and professional careers.
- 2) To conduct the Core Curriculum and, through it, all College programs within the conceptual framework and value commitments of "Christian Humanism" that stem from our Judeo-Christian and Graeco-Roman traditions and from our Vatican II inspiration.
- 3) To give witness in a special way, in all aspects of campus life, academically and existentially, to the Christian Humanist values of justice and love and its commitment to human solidarity and interdependence on national and global levels.
- 4) To add to the emphasis to educate the whole student—intellectually, physically, socially, and spiritually—an abiding concern to provide personalized and individualized care.
- 5) To steward all the resources of the College in truth, in loving justice, and with concern for the needs of the individual.
- 6) To extend personal and professional services as Church and public needs may require.

HISTORY OF THE COLLEGE

In 1867, the Catholic Diocese of Fort Wayne purchased a farm south of Rensselaer on which there were already two frame dwellings. These were converted into an orphanage that existed until 1887. One year later, The Most Reverend Joseph Dwenger, Bishop of Fort Wayne, offered the vacant orphan home with part of the farm to Father Henry Drees, C.P.P.S., then Provincial of the Missionaries of the Precious Blood, with the stipulation that a college be founded there. In 1889, Saint Joseph's College was incorporated under the laws of the State of Indiana with the right to grant scholastic degrees. The College opened its doors on August 23, 1891.

The educational program in the early years was on two distinct levels, the high school and the junior college. The aim was to prepare students for professional schools and seminaries, for teaching and for immediate entry into business. The new college passed its first major milestone June 16, 1896, when it presented diplomas to 12 students, its first class of graduates.

10 College History

The original aims of Saint Joseph's changed little until 1925. At that time the College was converted into a minor seminary and for a period of seven years admitted only students preparing for the priesthood. The status of academy and junior college was re-established in 1931, and plans for the expansion of the school were formulated. Saint Joseph's began to operate as a senior college in 1936, and in June 1938, its first four-year class was graduated.

In the next three decades, Saint Joseph's grew from a school of a few buildings to a contemporary college. The expansion was carefully designed to utilize the 130-acre campus to serve the educational needs of Saint Joseph's students.

In 1951, in response to the need for a Catholic college in the Calumet region of northwest Indiana, the College began an extension program in East Chicago. This program developed to the point that in 1963 it was granted the status of a campus, known as Saint Joseph's College Calumet Campus, and is now a separate institution known as Calumet College of Saint Joseph.

With an ever-present desire to improve its educational opportunities, Saint Joseph's had introduced campus and curriculum innovations which evidence its contemporary philosophy of education.

In 1968, the College ended its 79-year policy of admitting male students only on campus during the regular school year. The change to a coeducational institution was made to widen the range of students contributing to the College's intellectual atmosphere and to create an air of better social and academic involvement on campus. Saint Joseph's offers a wide spectrum of programs and courses for women students, who have responded by enrolling in all academic areas of the College.

The introduction of the Core Curriculum in the fall of 1969 shifted the direction of general education courses from that of a series of separate courses to an interdisciplinary approach. This combined the previous courses into a program examining issues of history, philosophy, theology, literature and other subjects with a historical framework. The interrelated nature of all subject material in the Core Curriculum allows the student to have an overview which permits deeper understanding and clearer insights. Improving and expanding the quality of academic offerings is a continuing process at Saint Joseph's.

In the summer of 1993, two years after Saint Joseph's College celebrated its centennial, the presidency was assumed for the first time by a lay person, Dr. Albert Shannon. Father Charles Banet, C.P.P.S.'s term of 28 years represented the last and longest of the 14 priests who held that office over the school's 102 years. However, the association with the Missionaries of the Precious Blood, both in terms of the priests and brothers who are still serving Saint Joseph's College and the Society's involvement in the future of the College continues.

The decade of the nineties saw new building and growth at Saint Joseph's College. The Rev. Charles Banet, C.P.P.S. Core Education Center was dedicated in 1995 and the new Residential Suites were opened to students in the Fall of 2000. The College also added a fitness center and an outdoor track and field facility in 2000.

SPECIAL FEATURES OF SAINT JOSEPH'S COLLEGE

A variety of distinctive features makes Saint Joseph's College (SJC) unique among liberal arts colleges. The extensive lawns, shady groves, and tree-lined drives make the campus very attractive, but it is the people and programs which give SJC its distinctive reputation.

The College Community

The College is a community of scholars in which students, faculty members, administrators and trustees actively participate in academic life on campus, plan for the future, and work together to achieve their common goals. Many students develop long-term friendships with their professors and other members of the College community through close camaraderie of its students, whose buoyancy and vigor promote the outgoing spirit that permeates the campus. Students at SJC show their strong empathy and warm feelings toward fellow human beings in numerous ways: they raise funds through sports marathons and other events, and contribute the proceeds to worthy causes; they participate in volunteer services concerned with mental health, social work, religious activities, and health care. A strong spirit of service carries over into their careers of medicine, dentistry, and other health-related fields—teaching, religious vocations, and counseling—and service-oriented projects to those who go into the business world.

Core Curriculum

One of the most outstanding academic programs of SJC is its Core Curriculum, which integrates a broad range of general education subjects into a meaningful whole. Now in its thirty-sixth year, the Core Curriculum has received national attention from educators and learned societies as a “model of a true core curriculum.” Large amounts of faculty time have been invested in the continual development of the Core Curriculum at the College. Additionally, the Rev. Charles Banet Core Education Center built in 1995 has allowed faculty to use the latest multimedia equipment in their teaching.

Core studies the “human phenomenon” including its record history, the rise of civilizations and development of cultures, current problems and reflections on existence. One of the most innovative features of the Core Curriculum is its Intercultural Studies, which surveys the cultures of India, China, Africa and/or Latin America. This segment often includes a variety of lectures from invited scholars, art, and feature films, which reflect these cultures. Other Core segments often include invited guest lecturers and a variety of presentation styles.

Core segments are divided into discussion sections of about 16-18 students each. This small class size allows students to ask questions and participate in discussion and in so doing, develop their speaking and listening skills. Development of reading and writing skills forms another critical aspect of the Core Curriculum.



An aerial view of the Rev. Charles Banet, C.P.P.S. Core Education Center plaza.

12 Special Features

Program of Church Music and Liturgy

A unique offering of SJC is the Rensselaer Program of Church Music and Liturgy, which has achieved an enviable record of recognition throughout the United States and beyond. Students specialize in composition, conducting, organ, voice, piano or liturgy.

The Church Music-Liturgy Program is SJC's only area of both undergraduate and graduate degree work. The graduate sequence, leading to a master's degree, is highly acclaimed for its practical, worship-oriented approach and is specially designed for mature students.

The graduate faculty includes recognized authorities in church music and liturgy. Witness to the authenticity and quality of the program is the fact that graduates occupy responsible national and diocesan positions from New York to the state of Washington, from Louisiana to Manitoba, Canada. Monsignor James Conroy, writing in *Our Sunday Visitor*, expressed it well when he boasted of his *alma mater* in these words: "If liturgical music is to flourish in the United States, there is no doubt that Saint Joseph's music program will be listed as one of the contributing causes."

The College Library

The Robinson Memorial Library provides a wide variety of print and non-print materials to meet the research needs of the students and faculty. The main collection consists of 157,021 volumes of books and bound periodicals, 22,885 audiovisual items, and 69,136 microforms. In addition, the library maintains a Curriculum Library of textbooks and other reading materials used in elementary and secondary schools. Education students use this collection to prepare for their courses and practice teaching. Students and faculty can access the library collection through the library's computer catalog. The library is also a depository for a selected number of U.S. Government Documents, which now number over 99,000.

The library's collection is supplemented by 28 online databases that can be easily searched by students and faculty over the campus computer network. These databases cover an array of subject matters with many of them providing access to full-text materials. The library's membership in the Private Academic Library Network of Indiana (PALNI) provides a state-of-the-art online library system as well as access to many of the databases previously mentioned. As a member of INCOLSA, a statewide library cooperative, the Robinson Memorial Library provides interlibrary loan service to its students and faculty upon request via the international OCLC database. This database now offers a format that can be searched by students and faculty.

Academic Computer Center

The Saint Joseph's College computer operations encompass four labs for student use. One lab located in the Arts and Science Building contains 31 computers and a high-speed laser printer. A second lab located in the Rev. Charles Banet, C.P.P.S. Core Education Center houses 31 computers and a high-speed laser printer. The computers in these two labs have dual boot capabilities for either a Windows or Linux environment. A third lab located in the Robinson Memorial Library contains five computers and a laser printer. Two computers and a laser printer are located in the commuter-student lounge in Halleck Student Center.

All computers on campus are connected through a campus-wide Ethernet network. All buildings on campus are connected to the campus network. This allows students to connect with shared network resources and the library's online system from computers connected to the network in the residence halls. Additionally, the Banet Core Education Center and the Arts and Sciences Building are equipped for a wireless computer network.

A large selection of software applications is available to campus network users. Network applications include: word processing, business applications, math and statistical packages and several of the latest programming languages.

Study Abroad

Through special contractual arrangements, SJC makes several foreign sites available to its students to study for a semester or a year in England, France, Spain, the Netherlands, Germany, Austria, and Mexico. These foreign campuses are actually extension campuses of SJC, so these arrangements can be made with a minimum amount of paperwork.



A student skating her way through SJC's campus.

14 Admission to the College

ADMISSION TO THE COLLEGE

All correspondence relating to admission should be addressed to the Director of Admissions, Saint Joseph's College, P.O. Box 890, Rensselaer, Indiana 47978. Application for admission should be filed as early as possible and all credentials should be in the hands of the College at least three weeks before the opening of the school term. Application forms will be sent upon request and are available online at www.saintjoe.edu. All credentials submitted as part of the admission procedure become the property of the College.

Campus Visits

Prospective students are strongly encouraged to visit the College. A campus visit generally consists of a student-guided tour and a meeting with an admissions representative. Other requests, such as attending a class, meeting a professor, or eating lunch in our dining hall, are encouraged. Visits are generally offered Monday-Friday between the hours of 9:00 A.M. to 4:00 P.M. and on Saturdays from 9:00 A.M. to 12:00 PM (Central Standard Time). Alternate visit times can be arranged. Contact the Office of Admissions (800-447-8781 or 219-866-6170) to schedule an appointment.

General Requirements

Admission to the College will be determined on the basis of the information contained in the credential file. It is understood that these minimum requirements do not necessarily guarantee an applicant admittance. The College reserves the right to select those applicants best qualified to succeed at SJC. Therefore, a decision, in some cases, may be deferred until later in the admissions cycle.

All applicants shall comply with the following requirements:

1. Submit the completed SJC Application for Admission.
2. Send the \$25 non-refundable application fee with the Application for Admission (\$35 U.S. for international students).
3. Request official transcripts of credit from all high schools and colleges previously attended be mailed directly from the schools to the Office of Admissions. International transfer students must submit a credential evaluation from Educational Credential Evaluations, Inc. (ECE) or World Education Services (WES).
4. The College reserves the right to select applicants based on special circumstances.

The College offers four admission-notification options. The Application for Admission and all required supporting credentials must be mailed to the Office of Admissions by the postmark deadline noted.

October Notification - October 1st postmark deadline
 October 15th mail notification

November Notification - November 1st postmark deadline
 November 15th mail notification

December Notification - December 1st postmark deadline
 December 15th mail notification

Standard Notification - Rolling based on space availability

Students are strongly encouraged to apply no later than the December 1st notification deadline to ensure consideration.

Admission to Freshman Standing

Candidates for freshman standing will be selected from applicants who present the following academic credentials:

1. Certification of graduation from an approved high school or proof of equivalency.
2. Minimum of 15 units, ten of which must be from the following academic fields: English, foreign language, social sciences, mathematics, and natural sciences. It is not necessary that all of these fields be represented in the ten units. The term unit expresses a measure of academic credit, representing a subject carried through no fewer than 32 weeks with five class meetings a week or the equivalent.
3. Every applicant is required to take the SAT I or the ACT and have the scores sent to SJC. Students wishing to take these tests should procure application forms from their secondary schools. Saint Joseph's College SAT I code is 1697 and our ACT code is 1240.
4. Students whose progress may be hindered by their limited academic preparation may be required to participate in the Freshman Academic Support Program (FASP). This program consists of academic advising, course load limits, and classes designed to promote students' academic success. This service is provided by the Educational Support Services. (see p. 33)
5. CLEP scores and Advanced Placement (AP) test scores will be evaluated by the Registrar.

Admission of Home School Students

Saint Joseph's College encourages students who have attended a home school to apply for admission to the College. The application for admission, ACT or SAT I scores, and a transcript of high school equivalent course work through at least six semesters along with a description of the courses are required for consideration. Individuals who have experienced this style of education should contact the Office of Admissions for additional information.

Admission of Special Students

Students who wish to pursue particular studies without being candidates for a degree or for teacher certification may be admitted as special students. Work done by special students will not be counted toward a degree or teacher certification until all entrance requirements have been fulfilled.

Early Admission

Exceptionally well-qualified students who have not graduated from high school but who have completed at least their junior year, may be admitted to freshman standing. Their eligibility for admission will be determined on the basis of high school courses and grades, objective tests and the recommendation of the high school principal or counselor. A letter from the principal stating that a high school diploma will be awarded upon completion of a stated number of semester credits must be received by the Director of Admissions before a final decision is made.

16 Admission to the College

Transfer Policies

SJC welcomes transfer students from other accredited institutions as listed in the Higher Education Directory (published by Higher Education Publications, Inc.). Students wishing to transfer must be in good standing at their former institution; that is, they must be eligible to continue at that institution. The following guidelines are in effect and any exceptions must be made by the Provost.

1. Students may transfer up to 60 semester credits from an accredited two-year institution, 70 semester credits with an Associate Degree, and up to 90 semester credits from an accredited four-year institution. Transfer grades are not computed in a student's SJC grade point average.
2. No more than 12 credits via correspondence courses will be accepted.
3. Only official transcripts will be evaluated by the Registrar.
4. CLEP scores and Advanced Placement test scores will be evaluated for transfer credit.
5. Credits earned more than 15 years prior to admission will be evaluated for transfer credit only after the student completes 30 semester credits at SJC.
6. Credits earned from non-accredited institutions will normally not be accepted.
7. Quarter credits are evaluated on a 3-to-2 ratio at SJC.
8. Credit in which students receive a D or F will normally not be transferred.
9. If transfer students are found to have concealed previous college attendance or credit, they are subject to immediate dismissal.
10. Students enrolled at SJC may take course credit elsewhere and have it transferred back to SJC with prior approval. Only grades of C- or higher are acceptable and transfer grades are not computed in a student's GPA.
11. International students are to have at least a 2.000 (C) cumulative grade point average of college-level credits. Students transferring non-U.S. college level credits must have academic credentials evaluated by Educational Credential Evaluators, Inc. (ECE) or World Education Services (WES). Transcripts of all non-U.S., Canadian and U.S. high schools, colleges and universities attended are also required.

Admission of Veterans & Other Non-Traditional Students

The College welcomes applications from veterans and other non-traditional students and will accept a General Education Development certificate (GED) in place of a high school diploma. Such students should submit evidence of accomplishment from military or work experience to supplement the GED transcript or the high school transcript, and normally are not required to take the SAT I or ACT.

Admission of International Students

An international student seeking admission to SJC must complete the Application for Admission and submit the \$35 U.S. non-refundable application fee. The applicant must demonstrate a score of 550 or above (paper-based) or 213 or above (computer-based) on the Test of English as a Foreign Language (TOEFL) or provide positive and conclusive evidence of the ability to speak and write the English language. Saint Joseph's College TOEFL institutional code number is 1697. Official transcripts from all high schools attended are required and must be submitted in English translation.

Students transferring non-U.S. college-level credits must submit an “official course-by-course” evaluation of academic credentials by Educational Credential Evaluators, Inc. (ECE) or World Education Services (WES). Specific information can be obtained from ECE at www.ece.org or WES at www.wes.org.

The international student is required to have adequate health and accident insurance coverage. The applicant must present certification of financial resources available to cover all costs at SJC at the time of application. All semester expenses must be paid in full prior to the beginning of each semester. At least six weeks prior to the beginning of the semester the student wishes to enter, it is the responsibility of the applicant to have proper immigration and travel papers completed and submitted to the proper U.S. government officials and College officials.

Mathematics Proficiency Requirement

Saint Joseph's College students must demonstrate a level of proficiency in mathematics. This is demonstrated by any one of the following:

1. Receiving at least a C grade in two high school courses, first-year algebra and geometry, or show credit at least equivalent to this, such as in course work from a junior college.
2. Obtaining a score of 440 on the mathematics portion of the SAT I exam.
3. Obtaining a score of 17 on the mathematics portion of the ACT exam.

Incoming students who do not have at least one of the above must take a mathematics proficiency exam. If the student does not pass the proficiency exam, (s)he will be required to do one of the following:

1. Successfully complete one of the following mathematics courses during the first or second semester of the freshman year:

MTH 017 Basic Algebraic Skills
MTH 093 Pre-Calculus
2. Successfully complete a course which could substitute for either of the above during the spring or summer session at a college of the student's choice before the sophomore year.

18 Degrees Offered
DEGREES OFFERED

Saint Joseph's College is authorized to offer the following academic degrees:

- A.A. Associate of Arts
- A.S. Associate of Science
- B.A. Bachelor of Arts
- B.S. Bachelor of Science
- B.S.N. Bachelor of Science in Nursing
- M.A. Master of Arts

Associate degrees are offered with the following concentrations: A.S. in Biology/Chemistry, A.S. in Business-Computer Science.

A Master of Arts degree is offered in Music with a concentration in Church Music and Liturgy and a Master of Arts in Pastoral Liturgy and Music.

The following majors are offered:

| | |
|-------------------------|--------|
| Accounting | B.S. |
| Art | B.A. |
| Biology | B.S. |
| Business Administration | B.S. |
| Chemistry | B.S. |
| Computer Science | B.S. |
| Criminal Justice | B.S. |
| Economics | B.A. |
| Elementary Education | B.S. |
| English | B.A. |
| English/Cr. Writing | B.A. |
| History | B.A. |
| International Studies | B.A. |
| Lay Ecclesial Ministry | B.A. |
| Mass Communication | B.S. |
| Mathematics | B.S. |
| Music | B.A. |
| Nursing | B.S.N. |
| Philosophy | B.A. |
| Physical Education | B.S. |
| Political Science | B.A. |
| Psychology | B.S. |
| Religion /Philosophy | B.A. |
| Social Work | B.S. |
| Sociology | B.A. |
| Theatre Arts | B.A. |

The following group-majors are offered:

| | |
|-------------------------------|------|
| Art Education | B.A. |
| Biology-Chemistry | B.S. |
| International Studies | B.A. |
| Management-Info Systems | B.S. |
| Math-Computer Science | B.S. |
| Medical Technology | B.S. |
| Music/Business Administration | B.S. |

The following minors are offered:

| | | |
|-------------------------|------------------------|--------------------|
| Accounting | Education | Mathematics |
| Art | English | Music |
| Athletic Training | French | Philosophy |
| Biology | German | Physical Education |
| Business Administration | Health Therapy | Political Science |
| Chemistry | History | Psychology |
| Communication | Human Resource Mgmt | Religion |
| Computer Science | Jazz Studies | Social Work |
| Criminal Justice | Journalism | Sociology |
| Early Childhood | Lay Ecclesial Ministry | Spanish |
| Earth Science | Mass Communication | Theatre |
| Economics | | |

PRE-PROFESSIONAL PROGRAMS

SJC provides Baccalaureate Degree programs which lead to further work in specialized professional areas:

- 1) *Pre-medicine, pre-dentistry, pre-occupational therapy, pre-optometry, pre-physical therapy, pre-pharmacy, pre-chiropractic, pre-veterinary* (See Biology Department)
- 2) *Pre-law curriculum*

The Association of American Law Schools explicitly states that there is no definite, preferred major in a pre-law program, but stresses the need for broad, liberal-arts education. The Core Curriculum, which stresses wide reading, group discussion, and writing, forms an excellent base for the study of law. No major is necessarily better for the pre-law student than others. Therefore, the pre-law program is not under the direct charge of any single department, but a pre-law advisor is available for consultation. Regardless of one's major, courses in the social sciences—economics, history, political science, philosophy, psychology, and sociology—should be included within the College program. One year of accounting will prove useful in law study. Freshman pre-law students enroll in Core 1 and three of the following, depending on tentative major: accounting, American government, American history, economics, philosophy, psychology, sociology, English, or a foreign language.

20 Graduation Requirements

GRADUATION REQUIREMENTS

Semester Credits and Cumulative GPA

A minimum of 120 semester credits and a cumulative GPA of 2.000 are required for the Bachelor's Degree. The last 30 semester credits must be taken in residence.

- ✓ A cumulative GPA of 2.000 is required in the major, the minor, and Core in order to receive a Bachelor's Degree.
- ✓ A cumulative GPA of 2.750 is required of students in the College's Teacher Education Program.
- ✓ A minimum of 60 semester credits and a cumulative GPA of 2.000 are required for the Associate Degree. The last 15 credits must be taken in residence.

Bachelor Degree

The Bachelor of Arts Degree (B.A.) and the Bachelor of Science Degree (B.S.) at SJC reflect an integrated curriculum composed of the College Core Curriculum, a major program of study, a minor program of study and elective courses. Both degrees are committed to general education and career preparation with the Bachelor of Arts grounded in the Liberal Arts and the Bachelor of Science grounded in mathematics and quantitative analysis. The degrees are defined by the College and refined by the departmental requirements.

Associate Degree

Thirty semester credits of the 60 semester credits required for the Associate Degree must be completed at SJC and the last 15 semester credits must be taken in residence. Students possessing a Bachelor's Degree must complete a minimum of 18 semester credits at SJC and fulfill all the degree requirements in order to receive an Associate Degree.

Core Curriculum

The 45 credits (Cores 1-10) are required of *all* students at the College, no matter what their major. Only students in two or three-year programs or nursing are exempt from specified parts of the Core Curriculum.

Major, Minor, Group Major, Double Major, and Second Bachelor Degree

In order to graduate with a B.A. or B.S. degree a student must complete the Core Curriculum, a major and a minor, double major or a group major. A major normally consists of a minimum of 36 semester credits. A minor normally consists of 18 semester credits. A group major normally consists of 54 semester credits from more than one department. A minimum of 12 semester credits in the major must be completed at Saint Joseph's College.

Students who fulfill the requirements of two majors may graduate with a double major. Students may complete more than one major or minor.

Students already holding a Bachelor's Degree may qualify for a second Bachelor's Degree by completing a minimum of 24 semester credits in a major at Saint Joseph's College and fulfilling all the departmental requirements for the major.

Designer Major

Students with junior status who have completed at least 30 semester credits at SJC with a minimum GPA of 3.400 may propose an individualized major subject to the following:

1. The minimum credits for a designer major are 54;
2. The requirements of an established major must be met;
3. The student must draft a proposal indicating specific courses and why the designer major fits career or personal goals;
4. The student must receive written approval from all departments where courses in the major are taken;
5. The student must secure written approval from the Provost.

Designer Minor

Any student who has completed at least 30 semester credits at SJC with a minimum GPA of 2.000 may propose an individualized minor subject to the following:

1. The minimum credits for a designer minor are 18;
2. The courses selected for the designer minor must be from at least two academic disciplines and from no more than three academic disciplines;
3. The student must draft a proposal indicating specific courses and why the designer minor fits career or personal goals;
4. The student must receive written approval from all departments where courses in the minor are taken;
5. The student must secure written approval from the Provost.

Degree Candidacy

Students are considered to be degree candidates if:

- They have six semester credits or less remaining to be fulfilled;
- They have registered for SJC's Spring or Fall Session;
- They meet the cumulative GPA requirements.

Degree candidates may participate in the regular Commencement ceremony. Any other student who does not meet the criteria must receive permission from the Provost in order to participate in the Commencement exercise.

Off-Campus Degrees

Students who have attained senior standing after the completion of three years of residence and who have then transferred to a school of law or medicine may secure the degree as follows: in addition to the normal graduation requirements, candidates will be required to show successful completion of the first year's work in the professional school in which they have enrolled.

Students transferring to a professional school and planning to graduate after the fourth year may graduate with honors if the cumulative GPA for work at SJC and at the professional school meets the required standard.

Students majoring in medical technology complete three years of on-campus courses and a twelve-month hospital education program.

22 Tuition and Fees

TUITION AND FEES

| | |
|---|------------|
| Tuition for one semester (full time-12 to 18 credits) | \$9,980.00 |
| Per credit up to 11 credits | \$ 670.00 |

This entitles the student to:

- 1. Academic instruction and advisory direction.
- 2. Service of College nurse during Health Center hours.
- 3. Subscription to the College newspaper.
- 4. Admission to all student activities.
- 5. Admission to athletic events.

Room and Board

| | |
|---------------------------------|------------|
| Room for one semester | \$1,480.00 |
| Board for one semester. | \$1,760.00 |

This entitles the student to semi-private room and to three meals a day, six days a week and Sunday brunch and dinner, except during scheduled vacation periods. Resident students must take meals in the College dining center unless excused with a valid medical excuse confirmed by a physician. Students requiring special diets for medical reasons must consult with Dining Services.

| | |
|---|------------|
| Private room for one semester | \$2,005.00 |
| Schwietermann House for one semester-double occupancy | \$2,215.00 |
| Residential Suites for one semester | \$2,215.00 |

Service Fees

| | |
|--|-----------|
| Add/Drop (Course changes occurring after the third day of each semester) | \$ 20.00 |
| Car registration..... | \$ 25.00 |
| Late Registration: | |
| Continuing student not pre-registered | \$ 25.00 |
| First day of each semester | \$ 50.00 |
| Second day of each semester..... | \$ 100.00 |
| Third day of each semester | \$ 150.00 |
| Past the third day..... | \$ 200.00 |
| Student Association fee** | \$ 80.00 |
| Student identification card..... | \$ 5.00 |
| Transcript of credits | \$ 5.00 |

** A fee paid each semester by students enrolled in 12 or more credits.

Course and Course Related Fees

| | |
|---|------------|
| Area students taking one course only / cost per credit..... | \$ 335.00 |
| Audit fee / cost per credit | \$ 50.00 |
| BSN students 1 to 6 credits / cost per credit..... | \$ 335.00 |
| 7 to 11 credits /cost per credit..... | \$ 670.00 |
| 12 to 18 credits / semester cost | \$9,980.00 |
| Technology Fee / cost per credit | \$ 6.00 |
| Credit by examination / cost per credit..... | \$ 50.00 |
| Education professional laboratory experience fee | \$ 26.00 |

| | Tuition and Fees 23 |
|---|-------------------------------|
| Internship fee / Student Teaching | \$ 125.00 |
| Laboratory fee | \$ 26.00 |
| Music lesson per credit..... | \$ 150.00 |
| Recording fee/per credit..... | \$ 30.00 |
| St. Elizabeth students/ cost per credit..... | \$ 335.00 |
| Techniques courses (music) | \$ 65.00 |
| Tuition per credit above 18 credits per semester..... | \$ 670.00 |

Deposits and One Time Fees

| | |
|---|-----------|
| Registration deposit (Applicable to fall semester charges, Payable by April 1st, non-refundable) | \$ 100.00 |
| Admissions deposit..... | \$ 200.00 |
| Application fee - paid at initial entrance | \$ 25.00 |
| Damage deposit - paid by all resident students*..... | \$ 100.00 |
| Graduation fee - paid at senior year | \$ 80.00 |

* Refunded one month after graduation or withdrawal, minus any charges for damages

Financial Policies

Upon acceptance by the Admissions Office, each prospective student is required to make a \$200.00 non-refundable deposit. Upon enrollment, the \$200.00 is deducted from semester expenses. In addition, all new resident students pay a \$100.00 damage deposit (refundable when the student graduates or withdraws if there are no room damage charges). All charges are to be paid by August 10th for the first semester and by December 10th for the second semester. Each month a service charge will be levied on all unpaid balances. The service charge is computed by a “PERIODIC RATE” of 1-1/2% per month, which is an annual percentage rate of 18% applied to the previous balance.

A student will not be allowed to register for any subsequent terms if there is an unpaid balance on the student's account. Degrees, grade reports, transcripts, and letters of honorable separation are withheld from those who have not settled their financial obligations to SJC including, if any, all collection fees, attorney's fees, and court costs.

Allow at least two weeks for clearance if final payment is by personal check.

Remittance should be made payable to Saint Joseph’s College by bank draft, personal check, or postal money order and mailed to Saint Joseph’s College, Office of Student Financial Services, P.O. Box 971, Rensselaer, Indiana 47978.

Institutional Refund Policy – Fall & Winter Semesters

- (1) Through the first calendar week of the semester..... 90%
- (2) Within the second calendar week of the semester..... 75%
- (3) Within the third calendar week of the semester..... 50%
- (4) Within the fourth calendar week of the semester..... 25%
- (5) After the fourth calendar week of the semester..... None

The above schedule applies to tuition, mandatory fees and room and board rates for students voluntarily withdrawing from the College. All financial aid that does not have a mandated refund will also be adjusted based on the above percentages. Currently, this applies to all institutional aid that a student receives.

24 Tuition and Fees

Institutional Refund Policy – Spring Session

Students that attend spring session and withdraw during the term will receive a pro-rated refund of tuition, room and board. The refund will mirror the refund policy for the semester based terms, but will be pro-rated for the 5- or 8-week period of enrollment.

State Student Assistance Commission of Indiana (SSACI) Refund Policy

Students who completely withdraw from the College before completing the fourth week of classes are ineligible for the Frank O'Bannon Grant and 21st Century Grant for the semester. State grants that have been applied to a student's account will be reversed and the funds returned to SSACI. The Frank O'Bannon Grant is comprised of the Higher Education Award and the Freedom of Choice Award.

Federal Return of Title IV Funds Policy

Students who completely withdraw from college during or before the 10th week of the semester and receive Title IV funds are required to return the unearned portion of those funds. The amount earned is based on the period the student was in attendance based on the official withdrawal date of the student.

The term "Title IV Funds" refers to the following Federal financial aid programs: Federal Family Education Loans (Subsidized and Unsubsidized), Federal Family Education Loan, PLUS Loans, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grants (FSEOG), and Federal PELL Grants.

Payment Plans

SJC offers arrangements for those desiring to meet college costs via monthly payments. Those not selecting the monthly payment plan must pay each semester's net costs in full by August 10th for the fall semester and December 10th for the winter semester.

The SJC Monthly Payment Plan allows parents to pay for college costs in 10 convenient monthly payments commencing June 1st. The cost of this plan is \$40.00. There are no other fees or interest charges. The plan is administered by Key Education Resources and information concerning the plan is sent in late spring. Parents may call Key Education Resources Group directly (1-800-KEY-LEND) for information.

FINANCIAL AID

The College adopts the philosophy that the primary responsibility for financing a college education rests with the student's family. Financial aid from college and other sources is viewed only as supplementary to the efforts of the family. Students requesting financial aid are also expected to contribute toward their educational expenses, through summer or school term earnings or loans in any reasonable combination. The College is prepared to assist the student through academic scholarships, grants, loans and employment.

The Higher Education Amendments of 1976 and the Indiana State Student Assistance Commission require that a student receiving federal or state financial aid must make "Satisfactory Academic Progress." Students going on academic probation will be sent a copy of the "Satisfactory Academic Progress Policy for Financial Aid" information sheet, which explains the College's policy. The Satisfactory Academic Progress Policy is also available at www.saintjoe.edu. Students continued on academic probation or granted an appeal following a dismissal might be ineligible to receive financial aid.

Home School

Saint Joseph's College abides by the Department of Education's amended law that allows home schooling to be an alternative to a high school diploma for purposes of general student eligibility criteria for financial aid. Home-schooled students must meet his or her state's requirements applicable to home schooling. Home-schooled students who do not have a high school diploma or its equivalent must be beyond the state's age of compulsory attendance.

Application For Aid

Newly enrolled students seeking financial aid and scholarships are required to submit an institutional application to the College. Returning students are required to submit a Renewal Financial Aid Application. The application is mailed to all returning students in December. It needs to be returned to the Office of Student Financial Services by March 1st. Both applications are available from the Office of Student Financial Services or from the College's web site at www.saintjoe.edu.

Free Application For Federal Student Aid (FAFSA)

All students seeking financial aid and scholarships are required to file the Free Application for Federal Student Aid (FAFSA) annually. A paper FAFSA can be obtained from the high school counselor or from the Office of Student Financial Services at Saint Joseph's College. Students are encouraged to file the FAFSA on the internet at www.fafsa.ed.gov. Saint Joseph's College school code is 001833. Students must designate the College as one of the recipients on the FAFSA. For priority consideration, the FAFSA must be received by the Federal Processor by March 1st.

Institutional Aid at Saint Joseph's College

Saint Joseph's College offers several forms of institutional aid which includes Academic Scholarships, Dean's Transfer Scholarships, Saint Joseph's College Grants, Performance Grants and Athletic Grants. To qualify for institutional aid, students must enroll full-time in a degree-seeking program and may not already have a degree. To renew institutional aid, students must maintain Satisfactory Academic Progress. Some forms of institutional aid may also require students to maintain GPA requirements. (See specific form of institutional aid for GPA requirements.)

If a student loses institutional aid because of poor satisfactory academic progress (SAP) or GPA requirements, the aid may be re-instated after the student begins to make SAP or the GPA requirement has been achieved. It is the responsibility of the student to contact the Office of Student Financial Services to request the re-instatement of the institutional aid.

Students may appeal the loss of institutional aid due to extenuating circumstances. The appeal should be made to the Admissions, Scholarship and Retention Committee of the faculty. Appeals should be made within the first two weeks of the semester in which the institutional aid was lost.

Academic Scholarships

Saint Joseph's College offers scholarships to academically qualified freshmen. Academic scholarships are awarded on the basis of academic achievement and promise, as determined by the student's adjusted high school GPA and class rank, in conjunction with SAT I or ACT scores. These scholarships are awarded independently of financial need, but range in value based on academic qualifications. Academic scholarships are awarded at the beginning of the freshman year. It is thereafter renewable for three years

26 Financial Aid

(four years in the CPA program), provided that the student maintains an appropriate cumulative or semester GPA. Scholarship renewal criteria are listed below for each academic scholarship:

| Scholarship | Amount | Initial Award Criteria <i>Must meet 2 of the following 3 criteria for each scholarship:</i> | Renewal Criterion |
|-----------------------------|------------------------------|---|----------------------|
| Presidential Scholarship | Three full tuition awards | 1. SAT I of 1100+ or ACT of 24+ 2. Top 15% of HS Class 3. Adjusted HS GPA of 3.0 Priority Admission application deadline January 1st On-campus competition by invitation only | 3.25 GPA |
| Honors Scholarship | Up to \$10,000 | 1. SAT I of 1200+ or ACT of 27+ 2. Top 10% of HS Class 3. Adjusted HS GPA of 3.4 | 3.25 GPA |
| Deans Scholarship | Up to \$8,000 | 1. SAT I of 1100+ or ACT of 24+ 2. Top 15% of HS Class 3. Adjusted HS GPA of 3.2 | 3.20 GPA |
| SJC Scholarship | Up to \$6,000 | 1. SAT I of 1050+ or ACT of 22+ 2. Top 25% of HS Class 3. Adjusted HS GPA of 3.0 | 3.00 GPA |
| Puma Scholarship | Up to \$4,000 | 1. SAT I of 950+ or ACT of 20+ 2. Top 35% of HS Class 3. Adjusted HS GPA of 2.8 | 2.80 GPA |

Dean's Transfer Scholarships

Saint Joseph's College offers a Dean's Scholarship to incoming transfer students who qualify. Students must be transferring from an accredited post-secondary institution with at least 12 transferable hours and have an adjusted GPA of 3.2. It is thereafter renewable for up to three years, provided the student maintains an appropriate cumulative or semester GPA of 3.2.

Saint Joseph's College Grant

Saint Joseph's College offers grants to students who demonstrate financial need. The amount of the SJC Grant is based on the student's financial need as well as academic achievement. For this aid, FAFSA is required. The SJC Grant is annually renewable provided the student demonstrates need, as determined by the FAFSA, and maintains Satisfactory Academic Progress.

Alumni Grants

Saint Joseph's College offers Alumni Grants to dependent children of Saint Joseph's College graduates. The grant is also available to student's who have a grandparent, aunt or uncle who graduated from Saint Joseph's College. The grant amount is for \$2,000 per academic year for these students. The Alumni Grant may not be combined with the Family Tuition Grant.

Family Tuition Grants

Saint Joseph's College offers a Family Tuition Grant to students who have a sibling from the same dependent family attending Saint Joseph's College simultaneously on a full-time basis or to students who have a sibling from the same dependent family who graduated from Saint Joseph's College. The grant is in the amount of \$1,000 and may not be combined with the Alumni Grant.

Performance Grants

Saint Joseph's College offers performance grants to incoming freshmen and transfer students for participation in certain areas on campus. Grants are available in Athletic Team Management, Athletic Training, Band, Cheerleading, Chorus, Color Guard, Dance Team, Radio/TV, Theatre and Lake Banet Rangers. Students must be recommended by a Performance Grant Director. Students receiving athletic grants are not eligible to receive performance grants. For priority consideration, the student's application for admission must be received by March 1st.

The grant is renewable for up to three years thereafter with the Performance Grant Director's recommendation. Directors may require try-outs and require students to maintain Satisfactory Academic Progress.

28 Financial Aid

Athletic Grants

Athletic Grants are awarded to qualified student athletes upon recommendation of the Department of Athletics. Students receiving performance grants are not eligible to receive athletic grants.

Endowed Scholarships

The following scholarships have been established by contributions to the Endowment Funds of the College for general or the specific purpose listed:

The Vince and Katie Agnew Scholarship

The Peter Bahou/Peter's Way Scholarship. Restricted for students in the Rensselaer Program of Church Music and Liturgy.

The Paul E. Brunton '44 Scholarship

The James and Rosemary Bruskotter Scholarship

The Edward J. Chapman, O.S.A. Scholarship. Restricted for students from the Archdiocese of Detroit.

The William Downard Scholarship

The John L. Dunn Scholarship. Restricted for students from Ohio, specifically from the greater Toledo area when appropriate.

The Founder's Fund Scholarship

The Saint Gaspar Scholarship

The Richard and Maureen Hanson Scholarship

The William E. and Kathleen Herber Scholarship

The Thomas J. Huhn Athletic Leadership Scholarship. Awarded on a competitive basis to talented and qualified student athletes from the Fort Wayne, Indiana area.

The Rev. Joseph A. Lenk Endowed Scholarship. Awarded on a competitive basis to a student from Saint Mary's of the Lake Parish, Culver, Indiana.

The James and Susan Lennane Scholarship. Restricted for minority students.

The Louisville Area Scholarship. Restricted for students from the greater Louisville area, specifically from the Archdiocese of Louisville, or Clark, Floyd, and Harrison counties in southern Indiana.

The Joseph McNamara Endowed Scholarship

The Charles J. Robbins, C.PP.S. Scholarship

The Benno Scheidler Scholarship. Restricted to students from Indiana.

The Peter S. Shen Scholarship. Awarded to a student majoring in a natural science or related area.

The John W. Sweeterman Scholarship

Named Scholarships

SJC has named several scholarships that are awarded each year in memory/honor of persons who have made major contributions to the life and progress of the College.

The Kenneth and Margaret Ahler Scholarship

The John and Mary Ellen Benish Scholarship

The John and Mary Jo Boler Scholarship

The Robert and Genevieve Causland Scholarship

The David J. and Shirley A. Cole Scholarship

The William and Jane Courtney Scholarship

The Edward and Rosemary Cox Scholarship

The John J. and Helen A. Fagan Scholarship

The Raphael Gross, C.P.P.S. Scholarship named in honor of the 12th President of the College.

The John and June Guckien Scholarship

The Cyril Knue, C.P.P.S. Scholarship named in honor of the 9th President of the College.

The Jacob and Theresa Kramer Scholarship

The Donna Mastandrea Scholarship

The Ronald and Pauline Miniat Scholarship

The Justin and Mary Oppenheim Scholarship

The William and Mary Putts Scholarship

The Thomas F. and Mae Ritter Scholarship

The G. Richard and Veva Schreiber Scholarship

The Lloyd and Mildred Tait Scholarship

The James Thordsen Scholarship, awarded preferably to a Puerto Rican student.

The Francis A. and Ann Wilhelm Scholarship

The Philip J. Wilhelm Scholarship

The Philip J. Wilhelm Scholarship, awarded preferably to an Indianapolis area Catholic high school student.

The James and Joyce Zid Scholarship

Federal Financial Aid Program

Federal Pell Grant

The federal government also operates a grant program for college students based solely on need. Only U.S. citizens or eligible non-citizens qualify. Applications must be made through the filing of the FAFSA. Awards vary from \$400 to \$4,050 per year.

Federal Supplemental Educational Opportunity Grants

Supplemental Educational Opportunity Grants (SEOG) are available from the federal government through the College to a limited number of students with financial need who require these grants to attend college.

Eligible students who are accepted for enrollment or who are currently enrolled in good standing, may receive SEOG Funds for each year of their higher education. Grants range from \$100 to \$4,000 a year. Only U.S. citizens or eligible non-citizens qualify. Applicants must file the FAFSA to be considered for the grant.

Federal Perkins Loans

The College participates in the Federal Perkins Loan Program. A student may borrow up to \$4,000 for each year of undergraduate study. The total borrowed cannot exceed \$20,000. The repayment period and the interest do not begin until nine months after the student's studies are completed. The loans bear interest at the rate of five percent per year and repayment may, if necessary, extend over a period of 10 years.

30 Financial Aid

Student Employment

Federal Work-Study Program

Students who need a job to help pay for college expenses are potentially eligible for employment by the College under federally supported Work-Study programs. Students are normally limited to 15 hours of work each week during the academic year under this program. Students are paid minimum wage and receive a paycheck every two weeks. On campus there are calls for clerical and laboratory assistants, but most openings for employment are for maintenance and dining hall positions.

Other Student Employment

In addition to the Federal Work-Study program, there are a limited number of other jobs. The student should bear in mind that employment should not detract from academic needs. The working time is normally limited to 15 hours a week. Application for campus employment should be filed after one is on campus and enrolled. Resident students may not engage in any business enterprises on campus.

Federal Stafford Student Loans

Under this program, students may borrow from a bank or other financial institution a maximum of \$2,625 a year for the first year, \$3,500 for the second year and \$5,500 a year for students who have completed two years. Students must meet federal eligibility requirements. Interest rate is variable, but is capped at 8.25%. Repayment begins six months after termination of enrollment and may extend up to 10 years.

Frank O'Bannon Grants for Indiana Residents

Indiana Higher Education Awards and Freedom of Choice Award

These awards are made by the state of Indiana to residents who show financial need, meet the state's requirements for the grants, and are attending an Indiana college. Freedom of Choice Grants are awarded to students who receive a maximum Higher Education Award and still show need and plan to attend an eligible independent institution of higher education within the state of Indiana.

In order to qualify for both of these grants, a student must demonstrate financial need and must have been admitted to the College. A student must submit a FAFSA during the senior year in high school prior to March 1st. Unless a student has been informed, any amount given by the Office of Student Financial Services is only an estimate and is subject to change or confirmation by the State Student Assistance Commission of Indiana. The FAFSA must be filed each year by March 1st to determine continued eligibility. These grants may be awarded for no more than eight semesters.

Indiana Twenty-first Century Scholars Program

This state of Indiana program aims to ensure that all Indiana families can afford a college education for their children. Income-eligible 8th-graders that enroll in the program and fulfill a pledge of good citizenship to the state and attend a private institution may be awarded an amount up to the comparable cost of tuition and fees of a public institution. Students must reaffirm eligibility during senior year of high school. Funds awarded by the Office of Student Financial Services are only estimates until confirmed by the State Student Assistance Commission of Indiana. The FAFSA must be submitted prior to March 1st.

Veteran's Assistance

Saint Joseph's College is officially approved as a school for veterans of military service and eligible dependents of deceased or disabled veterans.

Vocational Rehabilitation

Under the provision of Public Law 565, the federal government and the state jointly provide funds for grants to students who have a physical or mental impairment which constitutes a vocational handicap. The State Vocational Rehabilitation Division is responsible for the determination of these grants.



A student working on a house for Habitat For Humanity.

32 Student Development

STUDENT DEVELOPMENT

Members of the Division of Student Development are particularly mindful of the goals of the Core curriculum as we nurture in students a heightened maturity of choice and an increased integrity of behavior. The Division of Student Development complements SJC's Core program through services, policies, and programs that encourage a student's private and social enrichment.

While SJC's tradition of excellence promotes scholarship in the classroom, it also fosters an increasing attachment to authenticity in everyday living - values learned in the classroom are cultured in the community. The Division of Student Development supports this application of liberal education as its fundamental goal. As a consequence, students at SJC are encouraged in their application of reason and their exercise of compassion. We promote activities and attitudes that enable students to create for themselves an atmosphere of broadened understanding and caring connection.

The Division of Student Development actualizes SJC's mission to educate the whole student and is energized by our abiding concern to provide personalized and individualized care to students. As professionals committed to the principles of human growth and student development, we hope to engage our students as directly and fully as our roles may allow - a collaborative association with students is our goal.

Athletic programs, residence education and housing options, student activities and intramural sports, health care and counseling, educational support and career development, safety and judicial proceedings are all Student Development programmatic areas that support a student's life at college. Our daily task is to ensure that these programs fulfill the needs of students in ways that foster their growing confidence and competence as adults. We know we have succeeded in this when we meet with SJC graduates who have adopted for themselves lives that are responsive to the concerns of others, who are intellectually competent, capable of leadership, and grounded in the commitments of their education.

Student Association

All full-time students are members of the Association and are governed by its Constitution and By-Laws. Its elected officers plus the four class presidents, the Student Union Board Director, and the elected hall governors and senators comprise the Student Senate. The SA, combined with its committees, provides a channel of communication among students on the one hand and with faculty members and administration on the other. The Student Senate is the acting authority for the Association in its normal campus functioning—legislating, nominating, appointing, and directing. The elected president of the Student Association serves as a member of the Board of Trustees of the College.

Student Conduct

Admission to Saint Joseph's College bestows on the student a set of privileges and correlative responsibilities. Each student is responsible for knowing, fostering and protecting these rights individually and collectively. When students manifest an inability or unwillingness to comply with appropriate conduct standards they subject themselves to disciplinary action that can result in sanctions up to and including involuntary separation from the College. Responsibility for enforcement of College policies rests with all members of the College community while adjudication of infractions of conduct standards rests with the Vice President for Student Development/Dean of Students or his designee.

Student Union Board

This Board is composed of students who volunteer their time to provide a comprehensive activities program at SJC. It is based on a committee structure and open to any interested student. Students plan, promote and coordinate special events such as coffee house-type entertainment, dances, comedians, travel programs to local and distant cities, quality films on the campus cable TV station, fine arts performances, and novelty acts.

First-Year Student Programs

First-Year Student Programs, under the direction of the Dean of Freshmen, focus on the needs of students who are experiencing college for the first time. The program is designed to help students adjust to college life while becoming both socially and academically successful. The components of the First-Year Program are: academic advising for first semester, Fall Orientation and the Freshman Seminar Course.

Students are assigned an academic advisor during early registration during the summer. The advisor assists students in course selection for the first semester of the academic year and helps the undeclared student explore options in academic majors. During registration, students are placed in the Freshman Seminar Class, taught by the student's assigned advisor to ensure ongoing communication between students and advisors.

Educational Support Services

The goal of Educational Support Services is to assist students in achieving personal potential for learning. We understand that the learning needs of students vary according to individual skills, goals and experience. The programs offered under this area reflect those developmental differences while encouraging students to foster personal responsibility and accountability for their learning.

Programs provided include peer tutoring, academic counseling, study skills development, advising for undeclared students, coordination of FASP, monitoring of students on academic probation and oversight for accommodations required by students who have diagnosed learning disabilities.

Freshman Academic Support Program (FASP) is an admissions option for a limited number of students whose high school grades and/or standardized test scores do not meet normal College admissions requirements. Those students accepted into this one-semester program are required to enroll in two special courses focused on developing the skills necessary for academic success, while the first semester overall course load will likely be reduced. FASP students are also provided specialized academic advising and assistance.

Counseling Services

Counseling Services support Saint Joseph's educational mission by assisting students to improve their performance in all areas of college life. Counseling sessions provide a private and encouraging context in which students may actively reflect on their own experiences and construct new understandings of their emotional, intellectual, and social lives. Although we help students cope with major life problems, we spend even more time helping students learn how to improve their ordinary day-to-day lives.

As one of several programs administered by the Division of Student Development, Counseling Services is also committed to improving the quality of life available to all members of the Saint Joseph's College community. We are increasingly active in

34 Student Development

supporting the efforts of students to become more socially effective on campus, personally responsible and comfortable in relationships, intellectually conversant, and academically capable. Our goal is to help fashion a campus community that fosters learning in and out of the classroom, encourages confidence and independence, and enhances performance.

The Director, a licensed mental health counselor, provides individual and group counseling; referrals to community mental health professionals; crisis interventions; evaluation of learning disability documentation; outreach programming; and consultations to faculty, staff and students. All services are available with no extra charges.

Counseling Services is located in the Student Development suite on the second floor of Halleck Student Center. Office hours are from 8:00 A.M. to 4:30 P.M., Monday through Friday. Psychological emergencies occurring outside these office hours should be reported to Security and Safety.

Documentation of Psychological Disabilities

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 provide significant accommodations for those who are psychologically disabled. The Director of Counseling and Health Services reviews all documentation of psychiatric and psychological disabilities when students seek accommodations from the College based on their disabilities.



Students working behind the camera for SJC's TV-6 News.

Psychiatric Disabilities

1. To provide appropriate accommodations to students with psychiatric disabilities, the College requires that a student provide professionally adequate verification of his/her disability carried out within the past six months.
2. The evaluator must be a mental health professional familiar with evaluating young adults. Preferred evaluators are psychiatrists and psychologists; Licensed Clinical Social Workers, and Licensed Mental Health Counselors may also be qualified.
3. The evaluation must be comprehensive and should include the following:
 - A dated multi-axial DSM-IV diagnosis
 - Psychological test results used to support the diagnosis with copies of the testing for reference
 - A summary of past and present treatment (as it relates to the disability and the need for accommodations)
 - A list of current medications (including dosage and side effects experienced)
 - An evaluation of ability to function in an emotionally demanding college environment that requires independent, social functioning
 - Recommendations for continued treatment
 - Recommendations for accommodations
 - Each accommodation must be supported by a rationale
 - The evaluation must be written in explicit language and provide detailed and specific recommendations related to the diagnosis
4. Accommodations for students with psychiatric disabilities are usually granted for the academic semester.

Learning Disabilities and Attention Deficit Hyperactivity Disorder

Although Saint Joseph's College does not provide a comprehensive learning disabilities program, it is committed to providing equal access to education. The College encourages students with learning disabilities to seek a collaborative relationship with the Director of Educational Support Services to plan for academic success.

Documentation procedures and requirements at the post-secondary level are very different from those with which students in high school may be familiar. Students with learning disabilities are also expected to take a much more active role in communicating their needs and managing their academic careers. Because expectations in college are so different, students and their parents are encouraged to seek guidance from the Director of Counseling Services if there are any questions about the documentation of disabilities.

Procedures for seeking LD/ADHD status at SJC

1. LD and/or ADHD documentation should be submitted to the Director of Counseling Services for a verification review. These should be submitted only after the student has been accepted to SJC - they will not be considered in the application process.
2. If approved for LD and/or ADHD status at SJC, the student should meet with the Director of Educational Support Services to consider learning strategies, study plans, and academic accommodations.

36 Student Development

3. If the plans call for accommodations from the faculty, *it is the responsibility of the student to notify individual instructors in a timely fashion.* The Director of Counseling Services will verify the student's status only to those instructors identified by the student - the limits of the student's confidentiality are determined by the student.

Documentation Requirements for LD

1. A qualified professional, (typically a psychologist) must conduct the evaluation.
2. The assessment must be current - within the past three years.
3. The documentation must be comprehensive and must include the following:
 - An interpretation of assessment results considering the three domains of aptitude/cognitive ability, achievement, and information processing
 - The actual test scores from the standardized instruments employed
 - A specific diagnosis (not simply "LD") or diagnoses. The diagnostic statements should be written in explicit language without recourse to phrases such as "suggests" or "is indicative of."
4. The documentation needs to include a description of the particular ways in which the disability limits academic achievement.
5. If accommodations are recommended, each accommodation must be supported by a rationale.
6. An interpretive summary must be provided.

Documentation Requirements for Attention Deficit Hyperactivity Disorder

1. A qualified professional must conduct the evaluation. Training in the differential diagnosis of ADHD, and direct experience in assessing this condition are required. An appropriate professional might be a psychologist, neuropsychologist, or psychiatrist. Few primary care physicians have this expertise. Also note that a positive response to medication is not in and of itself diagnostic of ADHD.
2. The documentation must be current - within the past three years.
3. The documentation must be comprehensive and must include:
 - Evidence of early impairment
 - Evidence of current impairment
 - Rule-outs of alternative diagnoses
 - The actual test results
 - The identification of relevant DSM-IV criteria
 - A full diagnosis with appropriate qualifiers
4. Each recommended accommodation must be supported by a rationale.
5. An interpretive summary must be provided.

Resources

Support of LD/ADHD students at SJC focuses on increasing academic success through the teaching of learning strategies and effective study skills. When appropriate, some accommodations may also be made in the way the student demonstrates mastery of course material. However, instructors must be satisfied that such accommodations do not lower the teaching standards of the College. The College reserves the right to make the final determination of all accommodations.

The key to success at Saint Joseph's College for students with learning disabilities is the relationship built between the student and the professors, and between the student and Director of Educational Support Services. The Director can be very useful in planning learning strategies, and helping the student cope with the frustrations of academic life. Ultimately it is the student's own perseverance informed by proven study and learning methods that will make the largest contribution to success in classes.

1. The Director of Educational Support Services is available for consultation to students, and can provide academic advising along with useful skill training.
2. Academic accommodations will be designed to meet a student's disability-related needs without fundamentally altering the nature of the instructional program. The LD/ADHD evaluation on file will form the basis for designing specific accommodations.
3. Instructors are usually very helpful in providing their own notes for a class to LD/ADHD students or will aid the student in choosing a classmate whose notes would be appropriate for study.
4. Peer tutoring is highly recommended, and the student is also encouraged to use the writing clinic.
5. Testing with extra time available, along with testing administered in a quiet room with minimal distractions, or oral examinations are all possible when supported by the disability evaluation and agreed to by the instructor.



Students holding a picnic at Lake Banet.

38 Student Development

Housing and Residence Life

SJC is a residential campus and its housing and residence life programs are designed to assist students with developing the “life skills” necessary for success. Staff work with students to develop living/learning communities that are supportive of academic pursuits and provides essential out-of-classroom learning opportunities. Staff also work with students to address residence hall issues such as physical enhancements, housing options and residence hall policies. Implementation of programs and enforcement of policies are carried out by a staff of student Resident Assistants. RAs are an important campus resource for students and are selected on the basis of their interest in constantly improving campus life, their demonstrated leadership skills and their desire to provide service and help others.

Campus Ministry

Campus Ministry at SJC functions as an integral aspect of the College Mission to foster the spiritual formation of all students. Through its service to students, it seeks to instill the commitment to Gospel values and human solidarity. Campus Ministers are available to students as they adjust to campus life and several campus ministers live in the residence halls.

The programs sponsored by Campus Ministry include: Liturgical Ministries, Kairos and other retreats, Student Support Groups, Preparation for the Sacrament of Baptism, Confirmation and Marriage and volunteer service opportunities. Information about various opportunities for praying with other Christian denominations is also available through Campus Ministry. Campus Ministry activities and programs are open to students of all faith denominations.

Career Development

One of the highlights of the Saint Joseph’s College experience is the career preparation and career success of our graduates. SJC’s Career Development Center and the Center for Indiana Partnerships work closely to provide comprehensive career development programming. The Career Development Center focuses on student career preparation. The Center for Indiana Partnerships focuses on internship creation and collaborative projects with Indiana businesses and organizations.

The *Career Development Center*, located on the second floor of Halleck Student Center, seeks to serve all SJC students and alumni by providing quality service through comprehensive career development programming. Keeping with the larger mission of Saint Joseph's College, the Center strives to engage students at the beginning of their college career encouraging critical examination of their anticipated leadership roles in society and encourages the values of Christian Humanism in their daily lives and vocations.

Students may utilize the Center for resumé and cover letter critiques, prepare for an interview, and for jobs and internships. The Center houses a Career Resource Library complete with online career information and free career assessments. Career counseling sessions are available by appointment. Outreach presentations on a variety of issues in career development are available upon request. The Center aids students in finding full-time employment and internships, and provides transportation to student groups interested in attending a job or internship fair located within 120 miles of SJC. The *Center for Indiana Partnerships*, established through a grant from the Lilly Endowment, delivers

programs that connect the SJC community with Indiana businesses and organizations. The experiential learning program expands opportunities for SJC students to complete internships and practica with area businesses, not-for-profit organizations, social service agencies, local governments, and churches. Through these opportunities, students gain practical career experience, develop workplace skills, enlarge their career network, and connect with job opportunities in Northwest Indiana. The Center for Indiana Partnerships offers the *Indiana Career Network* which actively engages SJC alumni and community leaders as student mentors and employment contacts. The Center also supports collaborative partnerships and specialized projects with businesses, organizations, and educational institutions in order to contribute to job growth and economic development in the region.

Multicultural Affairs

The Office of Multicultural Affairs promotes the value of cultural pluralism through various activities. The primary purpose of this office is to facilitate and ensure the retention of minority students by providing services and programming that address the needs and interests of minority students. The Office of Multicultural Affairs provides assistance to minority students who may be experiencing difficulties in their classes or in their adjustment to campus life at SJC. This office also disseminates and provides information about private sources of financial aid, summer internship opportunities and graduate school opportunities for minority students.

The ultimate goal of the Office of Multicultural Affairs is to sensitize and educate the majority and the minority populations about multiculturalism and foster healthy race relations.

Athletic and Recreation Programs

SJC is proud of the student participation in its athletic programs. The intercollegiate program offers the opportunity to the student to participate in the sports of football, golf, volleyball, cross-country, basketball, baseball, tennis, soccer, softball and track on an interscholastic basis. At the same time, the intramural program offers the opportunity for students to participate in those same sports plus bowling, and weekend activities of a special nature. Approximately 70% of the students on campus do participate in one or more of these activities.

The area for outdoor activities is more than ample to meet the need of recreational activities for the students. The facility layout includes nine football fields, a baseball diamond, many softball diamonds, a soccer field, five tennis courts and free-play areas. The indoor facilities include a fieldhouse and recreation center with four basketball courts, a gymnastics deck, weight training room and a fitness center.

The Lake Banet Recreational Area on the southwestern edge of the campus has facilities for swimming, boating and fishing, as well as picnic shelters and playing fields. The Lake is also used for study purposes by biology and ecology students.

40 Student Development

Student Activities and Intramurals

SJC stresses the importance of co-curricular programs as supplemental to course work. Through participation in organizations, students learn about people and lifestyles different from what they have experienced in the classroom. Students can become involved in a variety of student organizations including: Student Union Board (SUB), Student Association, and academic, athletic, honorary, political action, or social organizations.

Throughout the academic year the SJC calendar of events includes a variety of athletic, educational, cultural, social, and traditional programs. The traditional events that bring back many alumni and friends of the College include: Fall Homecoming/Parent's Weekend, Little Sibs Weekend, and a "Little 500" go-kart race. The programs, developed with the guidance of the Office of Campus Life, contribute to a comprehensive educational experience for all students attending SJC.

Dining Services

SJC Dining Services, under the direction of Sodexo Campus Services, strives to offer as much flexibility, creativity, and choice as possible. We feature an "all-you-care-to-eat" policy, although all food must be consumed in the dining hall. The current meal plan provides for various combinations of meals and meal points at the Halleck Undergraduate Bistro (HUB).

Every meal features many options, including pizza, pasta, deli, salad, dessert, cereal bars and a drink station that includes juice. A traditional line features three entrees, a starch item, and vegetables at each meal. Lunch includes soup.

Weekly menus are available at the dining hall's front desk, the College Web page, or telephone for the menu hot line.

The HUB is Saint Joe's fast-food hangout. It offers a variety of items made to order, featuring fresh baked breads, sandwiches made to order, ice cream treats, and fruit smoothies from the Freshens Counter. It is open seven days a week.

College Store

The College Store, located in Halleck Student Center, carries textbooks, stationery items, clothing, gifts, and other insignia items.

Student Financial Services

Student accounts are payable at the Student Financial Services Office located in the lower level of McHale. For the convenience of students, the Student Financial Services Office maintains a passbook deposit account for safekeeping of savings or spending money. Check cashing service is also available here.

Commuter Students' Lounge

A well-appointed lounge providing a "home-away-from-home" environment for commuting students is located on the ballroom level of Halleck Student Center. This facility offers study tables, a microwave and refrigerator, telephones, television, campus mailboxes and computers with access to the campus network.

Fax Machine

A fax machine, located in the Dean of Students Office, is available for student use during regular office hours. Fax transmissions may be sent and received at a cost of \$1.00 per page; the fax number is (219) 866-6102.

Health Service

The Johnson Health Center policy and staff support Saint Joseph's College's educational mission by assisting students in creating life-long wellness decisions. SJC encourages students to become active participants in their own health and medical care, and to take responsibility for wisely utilizing health care resources.

All students admitted to SJC are required to seek a medical examination and to file a completed health record based on that exam. *This record must also include a full disclosure of the student's medical history and immunizations.* This record must be filed with the Health Center **before** the student is registered, housed, or allowed to participate in intercollegiate sports. *Indiana laws stipulate required immunizations to attend post-secondary schools.*

The Center, located on the ground floor of Schwietermann Hall, is available to students with general health concerns or who may require routine nursing care. The services of the SJC nurse carry no charge. Students who need medical attention beyond that provided by the College nurse will be referred to area physicians or Jasper County Hospital (JCH). Medical care is expensive and it is imperative students have medical insurance to defray these costs.

It should also be noted that the SJC Health Center does not provide emergency medical service or urgent medical care outside of posted hours. Emergencies are treated at the JCH emergency room located approximately three miles from the College. Students are encouraged to maintain a connection to their family physicians at home. Numerous physicians practice in Rensselaer.

Laundry Service

A private agency provides coin-operated machines in each residence hall on campus for use by resident students.

Mail and Packages

SJC has its own post office branch. All mail and packages should be addressed to Saint Joseph's College, Rensselaer, Indiana 47978. Students are required to procure their own post office boxes for receipt of mail through the United States Postal Service.

Notary Public Service

Notary services are available on campus.

Personal Property

The College is not responsible for loss of, or damage to, personal property of the student from any cause. Homeowner's insurance policies generally cover personal property losses of dependents at college. Parents are urged to have an "extended coverage rider" on their personal property insurance policy to protect themselves in the event of loss. The College does not furnish this kind of insurance to students.

Security and Safety

The Security and Safety Department provides a 24-hour-a-day, year-round, presence on campus in order to enrich the safety and security of all community members and College property.

42 Student Development

Telephone

SJC's switchboard telephone number is (219) 866-6000. The College switchboard is open Monday through Friday from 7:00 a.m. to 5:00 p.m. All resident students have an extension number assigned which may be reached by calling the main switchboard; when the AutoAttendant answers, the caller will enter the student's four-digit extension number. The residents also have the capability of making campus, local, and long-distance calls from their rooms. In addition, the phone system utilizes a voice-mail system so that callers may leave a message for the student they are trying to contact.

Commuting students may request such service by contacting the Work Order Desk.

Vending

Vending machines are located throughout campus to dispense snacks and beverages. A game room with pinball, video arcade games and pool tables is located in the HUB within Halleck Student Center.

CAMPUS FACILITIES

Academic Computer Center

Established in 1988 as a center of administrative and academic data processing, it houses the Computer Science Department's computer lab and is the hub of the academic computer network. It also houses several faculty offices and the College's copy center.

Aquinas Hall

This three-story hall is named for Saint Thomas Aquinas, patron saint of Catholic education. The first floor of this building contains offices for professors in the Nursing Department and a seminar room.

Arts and Science Building

The two wings of this building, completed in 1936, house science laboratories, the Music Department, the school library, the College auditorium and classrooms. The north-south wing includes Music Department offices and rehearsal rooms, the College's 400-seat theater, a computer laboratory, the Education curriculum library, and the school's 157,021 volume library. The building's east-west wing contains physics, chemistry, biology and geology laboratories and other classrooms.

The Rev. Charles Banet, C.PP.S. Core Education Center

This 50,000-square-foot building was opened as one of the central academic buildings on campus in 1995. In addition to the Core lecture hall and classrooms, the building houses a science lab, a computer classroom and faculty offices. The high-tech modern facility is named for Rev. Charles Banet, C.PP.S., President of Saint Joseph's College from 1965 through 1993.

Dwenger Hall

Erected in 1907 and named for the second bishop (John Joseph Dwenger) of the Diocese of Fort Wayne, it was retired from service in June of 1998.

The Grotto

A college student (Faustin Bernard Ersing) inspired the original Lourdes Grotto in 1898. In 1931 it was greatly enlarged and included the interior shrine containing the Carrara marble statue of Christ in Gethsemane. The Stations of the Cross in the grove together with the large boulder with a bronze plaque containing Saint Bernard's "Memorare" were erected in 1951 in memory of the parents of Father John Baechle, C.P.P.S., former professor at Saint Joseph's College.

Halleck Student Center

The Halleck Student Center, named for Charles A. Halleck, the late Congressman from Indiana and a long-time member of the Saint Joseph's College Board of Trustees, serves as the center of out-of-classroom activities. The Center houses the Dean of Students Office, Educational Support Services, Center for Indiana Partnerships, Counseling, Career Development, Campus Life, Dean of Freshmen, Security and Safety, Switchboard, Campus Ministry, the HUB Snack Bar, Core XI, the Student Dining Hall, the College Store and the Student Association. The Puma Band maintains a rehearsal hall, support facility and offices in the lower level. The College newspaper, *The Observer*, and the College literary magazine, *Measure*, maintain working offices on the third floor.

Hanson Recreational Center

This building, dedicated in 1986, is the center for individual sports and has facilities for basketball, racquetball, aerobics, baseball, tennis, and track, and a fitness center.

Lake Banet

The 40-acre Lake Banet recreation facility is located at the southwestern edge of campus. Lake Banet offers fun in the sun and much more. The park is set up for picnics, volleyball, horseshoes, basketball, softball, swimming, jogging and other possibilities for exercise and relaxation.

Lake Banet is open Memorial Day to Labor Day. During this time the park is staffed with lifeguards.

Xavier Hall - McHale Administration Building

It is named in memory of Frank McHale, a member of the original Board of Trustees and benefactor of the College. It currently houses the offices of Admissions, Alumni Relations, College Bank, Continuing Education, Human Resources, the President, Publications and Media Relations, Student Financial Services, Vice President for Business Affairs, Vice President for Institutional Advancement and Marketing, and Registrar.

Post Office

Constructed in 1987-88 to replace the original College post office, this is a public post office located on our campus.

Raleigh Hall

This facility houses the Athletic Director, varsity football and track offices, weight-lifting equipment, and is open for use by all students and staff. It also houses the Art Department and offices.

44 Campus Facilities

The Reflecting Pond

A part of Saint Joseph's since the College's earliest days, the Reflecting Pond borders the Chapel at the College's main entrance. The scenic pond and fountain are picturesque sights to the College's students and visitors.

Saint Gaspar Center

Named in honor of the founder of the Missionaries of the Most Precious Blood, Saint Gaspar del Bufalo, this center serves the faculty as a classroom during the summer months for the Music/Liturgy program. Weekend and daily liturgies are also celebrated in the Saint Gaspar Center.

Saint Joseph's Chapel

This attractive Romanesque brick and stone Chapel has served the College since 1910, and its stately twin bell towers have become synonymous with the College itself. Its lower level contains the television studio, the Communication Department offices, psychology lab offices, the Board of Trustees' meeting room, and a small dining room.

Richard F. Scharf Alumni Memorial Field House

The Fieldhouse seats 2,000 spectators and provides locker rooms for over 250 participants in the school intercollegiate sports programs. The Fieldhouse serves as the site for Puma men's and women's basketball and women's volleyball games. It is named after Richard Scharf, former coach and Athletic Director from 1961 to 1981.

South Chapel Annex

Re-established in 1986 for active use. The area houses a nursing lab, Physical Plant offices, and shipping and receiving.

The 90.5 WPUM Radio Station Building

Since 1996, this area has been used by the campus radio station. The building houses offices, a production room, and the on-air studio.

COLLEGE HOUSING

The College's residence life program is designed to contribute to the total development of the student. Emphasis is placed upon promoting intellectual awareness, developing effective self government, exposing the student to a group living situation, and providing an environment conducive to study. Each building includes lounge areas, a laundry facility and microwave.

All full-time Saint Joseph's College students are required to live in college residence halls unless living with a spouse or with a parent within a 60-mile radius of Rensselaer, Indiana. Students wishing permission to commute must contact the Assistant Dean for Campus Life.

Bennett Hall

Named for the Most Reverend John G. Bennett '09, first Bishop of Lafayette, an alumnus and generous patron of the College, this hall houses 96 students and was dedicated in the spring of 1955.

Gallagher Hall

Named after Robert A. Gallagher, first Chairman of College Board of Trustees and generous patron of the College, this hall was dedicated in 1958 and houses 65 students. Renovated in the summer of 2000.

Halas Hall

Dedicated in the fall of 1958, this hall is named for the late George S. Halas, member of the College Board of Trustees, generous patron of the College and owner of the Chicago Bears, who for years held summer training sessions at SJC. It accommodates 65 students. Renovated in the summer of 2000.

Justin Hall

Two hundred and forty-two of Saint Joseph's students are housed in this three-story, air-conditioned facility. Named after the late Justin H. Oppenheim '19, member of the College Board of Trustees, an alumnus and generous patron, the hall provides two comfortable lounges which join the building's two wings. It was dedicated in 1965.

Merlini Hall

Merlini Hall accommodates 65 students, was dedicated in 1940, and is named after the Venerable John Merlini, the third Moderator-General of the Missionaries of the Most Precious Blood.

Noll Hall

Dedicated in the spring of 1955 and accommodating 91 students, this building is named after the Most Reverend John F. Noll, former Bishop of Fort Wayne.

Residential Suites

This apartment-style residence hall accommodating 95 juniors and seniors opened August 2000. Each furnished apartment contains five private bedrooms, two full bathrooms, living/dining area, patio, and mini-kitchen with refrigerator and microwave.

Schwietermann House

Dedicated in May 1963, this building serves as the residence for priests and brothers. The Y-shaped structure is adjacent to the Chapel and Xavier Hall-McHale Administration Building. It also contains the College Health Center and the Admission Welcome Center on the ground floor. The first floor is designated as a residential opportunity for 40 students.

Seifert Hall

This building accommodates 123 students and is named for SJC's first President, the Very Reverend Augustine Seifert, C.P.P.S. This building was erected in 1939. Renovated in the summer of 2003.

EARNING ACADEMIC CREDIT

Enrollment

All students are expected to report to the campus on the date officially designated in the College calendar. No new degree-seeking student will be admitted unless official notice of acceptance from the Director of Admissions has been received.

Students are enrolled as “regular” when they meet all entrance requirements and have been approved for a course of studies leading to a degree; as “special” if the student is not at present working toward a degree. Students may be registered as either full-time or part-time students. A full-time student is one who is carrying a minimum of 12 semester credits of college credit. Students failing to enroll or to pay fees and tuition on enrollment day as designated in the *Catalog* may have to pay a late enrollment fee.

No student will receive credit for any course unless registered. Changes in courses or class sections must be approved and recorded with the Registrar.

Credits

The unit of academic credit is the semester credit. In courses other than Core, it represents the work of a semester course that meets once weekly for a fifty-minute period requiring approximately two periods of preparation. A class that meets twice weekly carries two credits; three times weekly, three credits. One laboratory period (two to four credits) is the equivalent of one class meeting. The lowest passing grade required before a student can receive credit is D.

Credit By Examination

Any regularly-enrolled student of SJC, in good academic standing, may receive credit for any course by passing an examination in the subject matter of the course. All passing grades and credit will be recorded on the student's record. (See restrictions listed below under "Eligibility".)

- Schedule of Exams: (a) at the beginning of the first semester; (b) the first semester final week; (c) the second semester final week.
- Application to take credit-by-examination is made at the Office of the Registrar.
- Eligibility: Students may not receive credit-by-examination: (a) in courses which they are currently enrolled for credit, or have, at some time, enrolled for credit or audit; (b) in courses involving laboratory experience or practice; (c) in Core courses; (d) in applied music.
- Recording of exams. A record shall be kept in the student's folder of all tests taken with the intention of receiving credit-by-examination. If the student receives an A, B, or C grade in the examination process, credit and a grade of P will be recorded on the transcript. By exception, these P grades from credit-by-examination will be counted toward the major or the minor. If the student does not earn a P, nothing is recorded on the transcript.
- The exams shall be ones of the type given in the course for which the student is seeking credit. Such exams shall be constructed, scored, graded and administered by an instructor appointed by the Provost.

CLEP

Credit is available upon successful completion of the College Level Examination Program (CLEP). A score of 50 or higher is required for credit.

Advanced Placement

Credit is available upon successful completion of the Advanced Placement Program (AP). A score of 3 or higher is required for credit.

Auditing Courses (No credit earned)

Auditing a course means attending class without obligation with respect to regularity of attendance, outside classwork, or examinations. Students register for audit courses in the same manner as for credit courses. The total number of credit and audit credits combined for which a student registers normally do not exceed 21 credits per semester. Audited courses are recorded in the Registrar's Office and are shown on the student's permanent academic record with the symbol Z.

Experiential Credit

Saint Joseph's College recognizes that knowledge and skills can be gained on the job as well as in the classroom and so experiential credit may be awarded to students who have demonstrated learning that is equivalent to college level knowledge and skill. Students enrolled in degree programs at SJC may request permission from the Provost to prepare a portfolio for evaluation. The following criteria apply:

- Students will normally be at least 25 years of age and enrolled in a degree program in the College.
- The awarding of credit shall not interfere with the requirements for professional certification or outside licensing (e.g., CPA, Education Certification).
- Students shall not receive more than 21 credits via this method.
- Students must have at least one semester with a full-time status at SJC before applying for this type of credit.
- Credit will be awarded only for areas of study currently recognized as creditable at SJC.

Students must spend an academic term in preparation of the portfolio. It is the student's responsibility to document and to demonstrate the knowledge that approximates the college credit being sought.

Evaluation shall be conducted by persons holding faculty appointment in appropriate disciplines and who are skilled in the evaluation process of experiential credit.

Credit will be awarded based on standards and guidelines for relating learning outcomes to units of credits.

Upon recognition of credit, entry shall be made on the student's transcript and shall be noted as experiential credit.

Internships and Practical Experience

The College provides a variety of programs that encourage students to apply knowledge outside the classroom. These programs help the student test career-choice decisions and provide them with work experience.

48 Earning Academic Credit

In addition to departmental programs the College is affiliated with The Washington Center in Washington, D.C. The Center offers semester-long programs combining internship placement and coursework to qualified junior and senior students from a variety of majors. Recent Washington Center intern placements include theatre, radio, TV, congressional offices, businesses, non-profit organizations, lobbyists, and in the State and Defense Departments. Students interview with the organization(s) of their choice and are then placed for the semester.

To be eligible for an internship for academic credit, students must have a GPA of 3.000 overall and in their major, must have attained junior status (i.e., earned 60 or more credits), must have passed all prerequisites for internships, and must have the positive recommendation of the departmental coordinator of internships. Internships may carry from three to nine credits of academic credit, depending on length of time and level of work involved. The students are evaluated by their supervisor at the job site, but the final grade (A to F) is assigned by the departmental sponsor of the internship. A special fee is charged for the administration of all internships, except those with The Washington Center. Non-credit internships are also available for students.

Independent Study

This program provides the opportunity for degree-seeking students, during regular semesters, to pursue special topics, reading programs, or projects within existing departments apart from courses listed in the *Catalog*. Students who have completed the freshman year may apply for an independent study by preparing a proposal for the faculty member who might sponsor the project. After the faculty sponsor has approved the project, the student must receive permission from the Provost and then register for the independent study.

One, two, or three credits may be proposed for a project, and the credit and grade thus earned will be entered on the student's record and count toward graduation. The student registers for the independent study during the regular registration period, and all provisions of the official College calendar must be observed.

There is a limit of 12 semester credits of independent study that may be counted towards graduation requirements.

Directed Study

In rare instances a degree-seeking student may need a course in the College *Catalog* that is not in the published schedule for the current term. In such cases, the Chair of the Department involved must justify to the Provost a request for the student to do the course as a directed study. The Chair must also show why some other courses cannot substitute for the course in question. Before final approval is given, the Department will show how the directed study will be comparable in content, assignments, papers, and tests to the *Catalog* course as normally offered, and the official College calendar must be followed.

Spring and Summer Sessions (Terms 3 and 4)

SJC offers a fully-accredited spring program beginning in mid-May. In addition, the College offers a full summer program in Church Music and Liturgy.

Study Abroad

Students who wish to spend a semester or a year studying abroad should contact the Advisor for International Studies as soon as they start considering this possibility. Careful planning has to go into the scheduling of courses, so that all graduation requirements will be met in a timely fashion.

If the time abroad is spent at one of SJC's own extension campuses (England, France, Germany, Austria, the Netherlands, Spain, or Mexico), all courses, grades and credits will be entered onto the student's academic record. If the student makes arrangements to study at a different university abroad, other than the SJC extension campuses, the student will need to make arrangements with the Advisor for International Studies, and the Registrar for the appropriate transfer of credits.

ACADEMIC POLICIES

REGISTRATION, ADD/DROP & WITHDRAWAL OF COURSES

A "Course Schedule" is published for each semester, showing the courses that are offered, the time of meetings, the room numbers, and the instructor. The College reserves the right to cancel any course for low enrollment. SJC also reserves the right to assign students to class sections and to limit the number of students who may enroll in a course.

Faculty advisors assist students in planning their programs of study. In all cases it is advisable that the student select a major by the end of the freshman year and consult the faculty advisor regarding the pattern of courses for the major and minor sequences and the appropriate electives. A student's semester schedule of classes will not be considered final until it has been approved and filed in the Office of the Registrar.

Add/Drop Period

During the first week of classes in each semester a student may, with consent of the Registrar, change a schedule by adding or dropping courses. Courses dropped during this period do not appear on the student's permanent record.

Course Load

The normal course load for one semester is 15 or 16 credits. To be classified as full-time, a student must register for a minimum of 12 semester credits. Normally, every full-time student must be registered for the proper Core segment, unless an exception is granted by the Provost.

Permission to register for a course load in excess of 18 credits must be obtained from the Provost. The basis for such permission shall be the student's ability as evidenced by previous college work. The regular hourly tuition cost will be charged for each credit in excess of 18 credits.

Course Attendance

Students are required to attend all officially scheduled lectures, discussions, laboratory exercises and examinations. Absences may be excused for reasonable causes, such as sickness, death or serious illness in the student's immediate family, a wedding in the family, intercollegiate sports or other College activities (such as field trips), and circumstances beyond the student's control such as government summons, bad weather, etc. The judge of reasonableness in any case is the instructor.

50 Academic Policies

Sanctions for unexcused absences from class are the prerogative of the individual instructor. Sanctions may include a failing grade on any work due on the date of an absence, a reduction of the final grade for the course, or a failure in the course. Complaints of unfair sanctions will be considered by the Provost or a subcommittee of the Academic Cabinet appointed by the Provost.

Withdrawal From Courses

After the add-drop period, students wishing to withdraw from a course must present written evidence of consultation with the instructor and faculty advisor to the Registrar. To withdraw from Core courses, a student must also have written authorization from the Provost.

Forms for course withdrawal can be obtained at the Office of the Registrar. Such withdrawals will be indicated on the student's record with the letter "W". No official withdrawals will be given later than two weeks beyond the date for mid-term grades. (See College Calendar). Students who register for a course that begins at mid-term may officially withdraw from the course without penalty by the end of the twelfth week of that semester. All other regulations apply concerning a grade of "W" or "F".

Students who are assessed an overload fee and then withdraw from a course will be refunded a portion of the overload fee based on the week of withdrawal relative to the start of the course. The amount of the refund will be calculated according to the College "Refund Policy" scale on page 23 of this *Catalog*.

Withdrawal From The College

Students not intending to register for the following semester or who withdraw during or at the end of a semester are required to inform the Registrar. At the Registrar's Office, they will be given a "Withdrawal From the College" form. The form must be completed and the required signatures must be obtained. Some exit interviews should be anticipated. Any student who withdraws without proper notification and/or without having settled their financial obligations to the College will be refused official transcript of credit and/or a letter of honorable separation until all obligations are met.

Medical/Psychological Leave-of-Absence

When a student experiences serious medical or psychological problems while at Saint Joseph's College, he or she may request to take a voluntary medical leave-of-absence. If approved by the Vice President for Student Development/Dean of Students, the student will leave campus, be granted grades of "W" in all current courses (even if the normal deadline for withdrawal without academic penalty has passed), and the student must adhere to the readmission requirements set out in this policy if he or she desires to return to this college after the problem has been treated and resolved.

Saint Joseph's College may require a student to take a medical/psychological leave-of-absence if, in the judgment of the Vice President for Student Development/Dean of Students the student:

1. Poses a threat to the lives or safety of himself/herself or other members of the Saint Joseph's community;
2. Has a medical or psychological problem that cannot be properly treated in the College setting;

3. Has evidenced a medical or psychological condition or behavior that seriously interferes with the student's ability to function and/or seriously interferes with the educational pursuits of other members of the College, and that cannot be properly treated within the context of this college setting.

Readmission Requirements after Medical/Psychological Leave-of-Absence

Duration and Deadlines

For both voluntary and required leaves, the SJC policy on refunds will apply. If a student leaves Saint Joseph's College with a medical/psychological leave of absence, at least one full Fall or Winter semester (not counting the term in which the leave was granted) must normally pass before the student may be allowed to return. However, earlier returns may sometimes be considered, especially for students leaving in the Winter semester reapplying for the Fall. Students must apply for readmission through the office of the Provost who will consult with the Dean of Students.

Required Treatment

During a medical leave of absence, Saint Joseph's College expects the student to undergo professional health-care treatment as the primary method of resolving the initial problem. Failure to seek ongoing treatment will raise serious doubt as to the student's readiness to return, and in such cases Saint Joseph's College may withhold readmission until appropriate treatment has been received. The College expects that ill health that results in a medical/psychological leave must be treated satisfactorily in order for the student to return to the intellectual, physical and emotional demands of a college campus.

Readmission Application

A student wishing to return from a medical/psychological leave must initiate a request for readmission by writing a letter to the Provost/designee detailing what has been accomplished during the absence. A complete application must include:

1. The student's letter;
2. A supporting letter from an appropriate health-care professional (physician, or mental health professional) ;
3. Required personal interview with the Provost, Dean of Students and the Director of the Counseling Services.

The supporting letter from the health-care or mental-health-care professional should be directed to the Provost/designee and should address at least the following questions:

1. What were the reasons for the student seeing you?
2. How often did you meet and what were the inclusive dates?
3. What gains were made?
4. Are you confident the student is able to handle the intellectual, physical and personal demands of being a full-time resident student at SJC?
5. Are there any special conditions under which the student should be readmitted?
6. Will you continue to have a professional relationship with this individual once he/she returns to student status at SJC?

52 Academic Policies

The Readmission Decision

The Provost makes the final decision about whether the medical/psychological problems causing the student to leave have been adequately addressed and there is a reasonable assurance that such a health crisis will not recur. The Provost will make this decision based on consultations with the Dean of Students and Director of Counseling Services.

The Provost communicates the decision to the student. The decision to readmit a student from a medical/psychological leave-of-absence is a provisional judgment that may be reversed within the first term if the health crisis has not been satisfactorily resolved. When permission to return is granted, special conditions or requirements may be outlined at the time. Upon return, the student may be expected to meet periodically with the Provost, Dean of Students or Director of Counseling Services.



A view of the Lourdes Grotto.

GRADING

Students earn one of the following letter grades for each enrolled course:

| <u>Grade</u> | <u>Quality Points</u> | <u>Grade</u> |
|-------------------------|-----------------------|--------------------------|
| A | 4.000 | W (Withdrawal) |
| A- | 3.670 | I (Incomplete) |
| B+ | 3.330 | Z (Non-credit /Audit) |
| B (above average) | 3.000 | N (Not pass - no credit) |
| B- | 2.670 | P (Pass) |
| C+ | 2.330 | |
| C (average) | 2.000 | |
| C- | 1.670 | |
| D+ | 1.330 | |
| D (acceptable but poor) | 1.000 | |
| F | 0.000 | |

Calculate the GPA by multiplying the number of credits earned by the quality points, then divide the sum by the total number of credits attempted. For example:

| <u>Grade</u> | <u>Credit</u> | <u>Quality Points</u> | |
|--------------|---------------|-----------------------|----------------|
| A | 3 | 4.000 | = 12.000 |
| B- | 2 | 2.670 | = 5.340 |
| C | 4 | 2.000 | = 8.000 |
| B | 1 | 3.000 | = 3.000 |
| D+ | <u>3</u> | 1.330 | = <u>3.990</u> |
| | 13 | | 32.330 |

Q.P. Cr. GPA
32.330 ÷ 13 = 2.487

Only credits earned at SJC are used in calculating the GPA.

Incomplete Grade

The incomplete grade is given when under unusual circumstances a final grade cannot be given. It is not to be used by either the student or the instructor as a way of indiscriminately extending the semester or other grading period, nor is it to be used at the mid-term grading period. A course in which the grade of “I” is received will not be considered in computing the GPA until the incomplete grade is removed. If the “I” grade is not removed within five weeks after the close of the semester, a grade of “F” will be assigned. Students with an “I” grade are not eligible for the Dean’s List.

Grade Changes

Grades cannot be changed once they are submitted to the Registrar's Office. In case of a computational error the instructor must secure the written authorization of the Provost. All grades are final after the date set for the removal of incompletes.

54 Academic Policies

Repetition of Courses

Students may repeat any course. Only the highest grade earned will be used in calculating the GPA. However, all courses will remain part of the student's official academic record. Students are responsible for informing the Registrar that a course is repeated.

Pass/Not Pass Option

A student may count a maximum of 24 credits towards graduation under the pass/not-pass option. The pass/not-pass option is limited to open electives. Core courses and those required in the major or minor may not be taken for pass/not-pass. The exception is student teaching. To receive a *pass* a student must achieve a C- or better; below a C-, student will receive a *not pass*, which will be recorded as no credit. The student must decide within the time limit stated in the calendar whether a course is to be taken for a grade or under the pass/not-pass option. In determining full-time status for Dean's List eligibility, pass/no pass credits are excluded. Students must have at least 12 letter-graded credits remaining after the pass/no pass credits are excluded in order to be eligible for the Dean's List.

Grade Reports

Students are issued grade reports at midterm and at the end of the semester. Midterm grades do not become part of a student's permanent academic record. Both midterm and final grades are sent to parents, guardians and students.

ACADEMIC HONESTY

Saint Joseph's College exists for the pursuit of truth and knowledge. In that pursuit, all members of the community—students, faculty, staff and administrators—remain committed to honesty in all personal and professional activity related to the mission of the institution. Personal and communal integrity are fundamental in Catholic education. To that end, students at the College are obligated to understand the central role of honesty in its relation to academic coursework, interaction with their fellow students, relationships with faculty and association with the administrative staff of the College.

Students are expected to be truthful in all academic relationships on campus; in all courses, each student has the responsibility to submit work that is uniquely the student's own. Cheating, plagiarism, willful violation of personal or collegiate computer security, misrepresentation of rightful ownership of academic property, falsification of data, theft or mutilation of library or reserved materials, and unauthorized or misrepresented copying of print/media information or copyrighted computer programs of any kind are expressly forbidden at the College. The use of commercial term-paper companies or preexisting files of term papers to produce assigned class work is considered a violation of the Academic Honesty Policy. Outside of formal coursework, students are also expected to maintain honest and ethical behavior. The misuse of SJC identification cards or the mistreatment or alteration of academic records (including grade reports and transcripts) are violations of the Academic Honesty Policy.

It is the special responsibility of the Provost to insure compliance to and promulgation of the Academic Honesty Policy. In addition to the publication of this policy in the *College Catalog*, all faculty are required to review the policy at the beginning of each semester with all classes of the College. It is the individual faculty member's

responsibility to assure that all students are aware of the written version of the Academic Honesty Policy and to support its enforcement. It is the individual student's responsibility to know and follow this policy. Ignorance of the Policy by any member of the community is not an excuse for noncompliance.

I. Detection of possible violation of the Academic Honesty Policy by a faculty member

Once a faculty member has sufficient reason to judge that a student has violated the College's policy on academic honesty, the faculty member should:

- A. In person, and if possible in private, discuss the alleged violation and the evidence with the student, and,
- B. Without taking any punitive action, submit a written report to the Provost as soon as possible, indicating
 1. the charge against the student,
 2. evidence supporting the charge,
 3. and a summary of the discussion between the student and the faculty member, including any admission or denial of guilt on the student's part.

II. Enforcement of the Academic Honesty Policy by the Provost

Upon the receipt of the report, the Provost will inform the student, in writing, of the charges and right of appeal. The Provost will also enclose copies of the faculty member's report and the Academic Honesty Policy. The Provost will also inform the student that the sanctions for academic dishonesty are as follows:

- The minimum sanction for the first offense is an F for the test or assignment, but the usual sanction is an F in the course where the violation took place.
- The minimum sanction for the second offense (in the same or any other course at the College) is an F for the course, but the usual sanction is dismissal of the student from Saint Joseph's College.

If the student does not choose to appeal, the Provost will notify the faculty member and the student of the penalty that the Provost or delegate deems applicable.

III. Process for student to appeal the charge

If the student chooses to appeal, the following procedures will be followed:

- The student will be permitted five school days from receipt of the letter to request a hearing before a subcommittee of the Academic Cabinet.
- The College will send a notice of a hearing to all parties at least five days prior to the hearing, if possible. The notice will include a statement of the time and place of the appeal and the nature of the charges.
- The above time periods may be waived by the student.

56 Academic Policies

IV. Appeal Hearing

- At the appeal, all parties will have an opportunity to respond to the charges, to present evidence and argument on all issues involved, and to submit rebuttal evidence. The appeal will be conducted in an informal, but orderly, manner.
- The hearing committee shall complete and submit to the Provost or delegate a recommended decision containing its findings, conclusion, and recommended sanction, if any.

The Provost or delegate may accept or modify any finding, conclusion, or suggested sanction in the recommended decision and issue the final decision of the College as soon as practical. The final authority rests with the Provost.

Academic Classification

A student is classified as a freshman by meeting entrance requirements; as a sophomore after 24 credits have been earned; as a junior after 54 credits have been earned; and a senior after 84 credits have been earned. In order to fulfill minimum credit requirements for a Bachelor's degree, an average of 15 credits per semester is recommended.

Dean's List

The Dean's List is published at the end of each full-length semester. Full-time students who are in the top 10% of the student body in terms of current GPA semester grades are placed on the Dean's List, provided the student earns 12 credits excluding pass/not-pass. Students receiving an Incomplete grade (I) are not eligible for the Dean's List.

Graduation With Honors

Graduation with honors is conferred on the basis of a student's cumulative GPA:

3.400 Cum Laude 3.600 Magna Cum Laude 3.800 Summa Cum Laude

PROBATION AND DISMISSAL

Students not making satisfactory academic progress are subject to academic probation or dismissal. Freshmen and sophomores whose cumulative GPA falls below 1.800 will be placed on academic probation. Juniors below 1.900 and seniors below 2.000 will be placed on academic probation.

Any student whose semester GPA is below 1.000 or whose cumulative GPA drops by 1.500 from the previous semester's GPA is subject to being placed on academic probation or subject to dismissal. Students on academic probation must successfully complete the conditions specified in an academic advising contract. (These conditions may include items such as: weekly meetings, study hall attendance, restricted extracurricular activities, etc.).

Any student on academic probation who fails to remove the probation the following semester is subject to dismissal. Students who are dismissed have the right to appeal that decision. The appeal must be in writing to the Provost and must specify the reasons for the appeal.

Students who are dismissed may apply for readmission after one semester. The application must be in writing to the Provost and offer an explanation as to how the student will be academically successful if readmitted.

Students dismissed a second time will not be readmitted.

TEACHER EDUCATION

All early childhood, elementary, middle, junior high and secondary education programs have been approved by the state of Indiana in accordance with the Indiana Professional Standards Board (IPSB) and by the National Council for the Accreditation of Teachers Education (NCATE). In addition to standards established by NCATE and the IPSB, Indiana and the College adhere to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.

Students who are not residents of the state of Indiana should consult with the state Department of Education of their respective states, in which they legally reside or where they intend to teach for that state's teacher licensing requirements. Students are ultimately responsible for the fulfillment of all requirements for certification and licensing in the state where they intend to teach.

Since Teacher Education Programs (TEP) are governed by national, state and college requirements, a member of the Education Department advises students each semester prior to registration. Students preparing to teach in secondary schools major in the subject area they intend to teach and minor in Education.

A full-time student teaching experience is required for Indiana certification. This typically will occur during the first semester of the senior year. Students need approval of the Director of Student Teachers in order to register for student teaching. Assignments in cooperating public and independent schools are made in conjunction with the Teacher Education Committee (TEC).

To qualify for student teaching, a student must:

- Have a 2.750 cumulative GPA.
- Have been in the Teacher Education Program for at least one semester. Approval by the Teacher Education Committee in the junior year is the official entry into the Teacher Education Program.
- Have passed at least six credits of professional education courses.
- Have sound dispositions for the teaching profession and in the personal and social qualities basic to sound teaching.
- Have completed their presentation portfolio according to the INTASC standards.

Transition to Teaching

The Education Department offers a Transition to Teaching program for students already holding a bachelor's degree. To learn more information about the program or to check eligibility, please contact the Chair of the Department or the license advisor.

Athletic Eligibility

A student is eligible to participate in intercollegiate athletic contests under the following conditions:

- Be of approved physical condition as certified by the team physician.
- Meet the requirements for classification as a regular full-time student in good academic and judicial standing at SJC. For purposes of determining athletic eligibility, a student athlete will be deemed to be in good academic standing unless the student fails to remove academic probation as described in the section entitled "Probation and Dismissal."

58 Academic Policies

- Be eligible to play in the designated game according to the rules, policies, and approved practices of the National Collegiate Athletic Association with respect to amateur standing, length of previous participation, institutional transfer and similar matters. SJC, as an institution of higher education, fully subscribes and adheres to the by-laws, regulations and rules of the NCAA and the Great Lakes Valley Conference regarding "academic eligibility" and "satisfactory progress." Furthermore, SJC supports the philosophy and practice of applying said standards for both regular season competition, as well as tournament competition.

It is the responsibility of the players as well as the coaching staff to know and comply with the letter and the spirit of the athletic policies adopted and approved by the faculty.

Family Education Rights and Privacy Act of 1974

Annually, SJC informs students of the Family Education Rights and Privacy Act (FERPA) of 1974. This Act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with FERPA concerning alleged failure by the institution to comply with the Act.

Local policy explains in detail the procedures to be used by the institution for compliance with the provision of the Act. Copies of the policy can be found in the following offices: Provost, Registrar, Dean of Students, Student Financial Services and Counseling Offices.

Transcripts

Students requesting academic transcripts must include name, date of birth, social security number, signature, date of graduation or last attendance, and complete address of where the transcript is to be sent. Transcript request forms are available on www.saintjoe.edu/alumni/registrar.html. A \$5 fee is charged per transcript copy for 1-10 copies. If more than 10 transcripts are ordered at one time, a maximum fee of \$50 will be charged. No transcripts will be sent if the student has any financial obligations to the College. For security reasons, the College does not fax transcripts.

STUDENT ACADEMIC AWARDS

The recognition of merit in the individual is natural and proper as an incentive to personal and social progress. The awards and prizes listed below represent SJC's attestation of the recipient's excellence as demonstrated in a variety of fields. In all cases the College reserves the right to withhold an award if none of the entries attains a standard of excellence sufficient to merit the distinction implied by the conferring of the award.

Academic Achievement in Criminal Justice

This award will be given to the senior with the highest major GPA in Criminal Justice provided it is at least equal to 3.500. If more than one student has the same GPA within the major, the students' overall GPA will be the determining factor. If this fails to distinguish between the candidates, the faculty of the Sociology and Criminal Justice Department will make the final determination. If no senior meets the GPA requirement, a junior will be selected if one meets the above criteria. Otherwise, no award will be given.

Accounting Faculty Scholarship Award

Presented annually by the accounting faculty to a junior accounting major, this scholarship is awarded based on evidence of a student's outstanding ability and potential in accounting. Nominations and selection determined by full-time accounting faculty.

The Douglas E. Bauer Memorial Award

This award was established by the Biology Department and the Biology Club in memory of Douglas E. Bauer (class of 1975) who was killed in an accident while pursuing his graduate degree in biology. The award will be made to a senior in biology or biology-chemistry who meets the following criteria: 1) grade point of at least 3.000; 2) positive attitude toward biology as demonstrated by cooperation with faculty and student peers; 3) determination and ambition as shown in laboratory procedures; 4) pursuit of further education in biology by admission to graduate study.

The Donald Brinley Prize In Philosophy

In recognition of his long-time contribution to SJC and his love and enthusiasm for students and philosophy, the philosophy and religion faculty have established the Don Brinley Prize in Philosophy. The student will be awarded the prize by submitting the best philosophical writing, as deemed by the philosophy and religion faculty. The writing is judged in light of the qualities Professor Brinley admired and exemplified: courage, insight, honesty, rigor, and depth in religious and philosophical thought.

Faculty Awards for Business Administration and MIS

Selected from the top 10% (based on cumulative GPA) of all majors in either business administration or management information systems (MIS), the recipients of these two awards "best embody the spirit of the Division of Business Administration mission statement." Nominations and selection are made by all full-time business faculty.

Dr. David B. Chattin Award for Excellence in Research

This award is to be given to a junior psychology major who has shown excellence in psychological research and preferably has presented at a research conference. The faculty of the Psychology Department will select the recipient of this award.

Computer Science Award

This award is given to the outstanding junior and the outstanding senior in the Computer Science Department. The recipients must be majors or group majors in computer science/information systems who have demonstrated the highest achievement in academic excellence. Award winners are selected by the Computer Science faculty members.

The Mr. and Mrs. C.H. Craig Creative Educator Award

The Mr. and Mrs. C.H. Craig Creative Educator Award is given annually to an elementary education major who has demonstrated both an outstanding rapport with children and a high degree of creativity in working with them. The student will be selected by a vote of the faculty in the education department.

William L. Downard Prize In History

An award of merit presented annually by the Department of History to a student who has excelled in the field of history and its related areas.

Mother Drexel Sociology Award

This annual award is presented to a junior or senior sociology major who has excelled in the field of sociology. This award is based on excellence in scholarship and responsibility in service.

The Father Rufus Esser English Award

This award is given to the senior English major who has manifested a deep appreciation and knowledge of literature, and who has contributed to the artistic and intellectual development of the College community.

Future Executive Leadership Award

Given annually to a senior business major (accounting, business administration and MIS) who has (a) proven success as a leader and (b) potential for executive level performance in a career, this recognition is awarded based on a vote of all senior business majors. Five nominations for the award will be made by full-time business faculty and are limited to students with a 3.000 GPA or higher.

John Heimann Award

An award to a music major for excellence in scholarship and general musicianship. The Heimann prize is named in memory of the late father of Fathers Ambrose and Lawrence Heiman.

Indiana CPA Society Award

A plaque is presented annually by the ICPAS to the outstanding senior accounting major. The selection of the recipient is made by the accounting faculty on the basis of criteria which include: 1) achievement of at least a 3.000 GPA in accounting and also on a cumulative basis; 2) willingness to accept responsibility; 3) extracurricular activities, particularly of a leadership nature; and 4) good moral character.

Father Joseph B. Kenkel, C.PP.S. Award

This award is presented annually by the Department of Economics to a junior or senior for scholastic achievement in the study of economics. It is named in honor of Father Joseph B. Kenkel, who served Saint Joseph's College for over 40 years, both as a teacher of economics and as President of the College. To be considered for the award, the student must have at least a 3.500 GPA in economics and a 3.200 overall GPA.

The Father William Kramer, C.PP.S. Chemistry Award

An award honoring the long-time professor of chemistry, given to an outstanding chemistry student graduating during the academic year in which it is awarded. The award is given at the discretion of the chemistry faculty, not necessarily each year. Minimum requirements are a 3.500 GPA in the chemistry major, a 3.500 cumulative GPA, and significant service to the Department of Chemistry and its students.

Gregory E. Kulavik Award

Awarded annually to the outstanding new member of Saint Joseph's College Band, determined by a vote of the members.

Adam P. Lesinsky Award

Awarded annually to the outstanding member of the Saint Joseph's College Band.

David E. Osterfeld Political Science Award

An annual award presented by the Department of Political Science to a major who has excelled in the field of political science. The award is named in memory of Professor David Osterfeld, alumnus and faculty member.

The Father Sylvester Ley, C.PP.S. Editorial Award

Named for the co-director of *The Observer*, the award will be presented annually to a page editor deemed to have exemplified the best in editorial professionalism. Voted upon by the entire *Observer* staff.

Maritain Academic Excellence Award

This is an education department award given annually to the junior or senior admitted to the Teacher Education Program having the highest cumulative grade point average (minimum of 3.000).

Meiring Alumni Teaching Excellence Award

This award is given to an active teaching graduate having five or more years of teaching experience, whose contributions to classroom teaching and professional activities have a mark of excellence. The teacher will be selected by vote of the faculty in the education department. The award is named after Fr. Bernard J. Meiring, C.PP.S. who served the College and the education department from 1955-1993.

The Dr. James Mignerey, C.PP.S. Award

This award is presented to the outstanding graduating senior majoring in Mass Communication or Theatre Arts. Named for former faculty member Brother James Mignerey, the recipient must exhibit those qualities most valued by Brother Jim: scholarship (minimum of a 3.500 GPA in the major), outstanding contributions to the department's co-curricular activities, and service to the College. The faculty of the Communication Department will choose the recipient and the student's name will be engraved on the permanent plaque.

Outstanding Student in Environmental Science

This award goes to a senior Environmental Science major or minor who has demonstrated outstanding achievements. Criteria and requirements are: 1) minimum 3.200 GPA, 2) completion of a commendable internship, independent study or research in an area related to Environmental Science, and 3) service to the Natural Science Division, Environmental Club and other extracurricular activities. Candidates will be voted upon by the Environmental Science faculty and Environmental Club officers.

Edward Panozzo Award

This award is given annually to an upperclass psychology, sociology, or social work major or minor who reflects the dedicated and intense social service commitment of the late Edward Panozzo. High GPA is not a criterion for this award.

J. Phillip Posey Award In International Studies

This award is made to a student majoring in International Studies, normally a senior, who holds a minimum 3.000 GPA and has demonstrated in class and in extracurricular activities a high level of global awareness.

Psychology Academic Excellence Award

This award is presented annually for academic achievement by the Psychology/Psi Chi Club in conjunction with the Psychology Department advisor. The recipient is the junior psychology major who has the highest grade point average in psychology courses. The completion of at least 12 credits of psychology and a minimum GPA of 3.000 are also required.

The Fr. C.R. Rueve, C.PP.S. Mathematics Excellence Award

This award is presented to senior mathematics students who have demonstrated excellence in their pursuit of mathematics, including written and oral presentations. Students will be selected by the faculty of the mathematics department. The award need not be made each year, nor is it restricted to a single student in any given year.

Schuyler Robinson Award

This award is for excellence in applied music as demonstrated in public performances. The award is given in memory of the late Schuyler Robinson, former editor of the *Rensselaer Republican* newspaper.

Saint Joseph's College Alumni Board Senior of the Year Award

This award is presented by the Director of the Alumni Association to the senior who has made outstanding contributions to both his/her class and the College.

Father Urban J. Siegrist, C.PP.S. Award

This award is presented annually to a junior for outstanding achievement in the biological sciences. The award is sponsored by the Biology Club and was established in 1976 in honor of Father Urban J. Siegrist, C.PP.S. for his many years of service to the College. The selection of the recipient is made by the biology faculty and Biology Club officers on the basis of the following criteria: 1) achievement of at least 3.500 GPA in biology and of at least 3.200 cumulative GPA; 2) extracurricular activities, particularly in the Biology Club.

Father Paul Speckbaugh, C.PP.S. Reporter Of The Year Award

Named for the first co-director of *Stuff*, now called *The Observer*, the award will be presented annually to a staff reporter deemed to have exemplified the best in professional journalism. Voted upon by the entire *Observer* staff.

Student Teacher Excellence Award

This award is given annually to four student teachers, two per semester. Two elementary and two secondary level teachers will be eligible to receive the award. Student teachers are to meet the following criteria:

1. 3.400 or better cumulative GPA;
2. 3.400 or better GPA in the major;
3. involved in extra-curricular activities or service at the College or elsewhere with proper documentation;
4. actively participates in the Education Club for at least two years;
5. exhibits healthy dispositions in teaching and in personal and social qualities basic to sound teaching.

Trustees' Award

These awards are given to the top graduating student in each of the five academic Divisions of the College. Recipients are selected by the faculty of each Division on the basis of superior scholarship and leadership in extracurricular activities.

Wall Street Journal Award

To recognize a senior business major (accounting, business administration or MIS) with a 3.000 or higher GPA and superior written and oral communications skills. Nominations and selection are made by all full-time business faculty, with reference to student written work and presentations. The award consists of a plaque and a one-year subscription to *The Wall Street Journal*.

Louis B. White Award

This special citation of merit is presented annually by the chorus to its most outstanding member. The award was initiated in memory of Louis B. White '52, former president of the Glee Club, who gave his life for his country in 1953.

64 Student Awards

J. Kevin Woods Memorial Award

This special citation of merit is presented annually by full-time accounting faculty to an outstanding senior. The award, in memory of J. Kevin Woods, accounting alumnus of 1966 who was killed in action in Viet Nam in 1968, was established by his family and friends. The following criteria should apply in the annual selection of the student who receives the award: 1) must be an accounting major; 2) must have maintained C grades or better; and 3) the senior accounting majors, (not the faculty) select the student most deserving of the award.

HONORS SOCIETIES

Alpha Lambda Delta Freshman Honor Society

This national honor society recognizes outstanding scholastic achievement in the freshman year. To be nominated for membership, students must have at least a 3.500 cumulative GPA for the two semesters of their freshman year.

Delta Epsilon Sigma National Scholastic Honor Society

Students qualify for membership in this national society when they have completed half of the credits required for their degree with a cumulative GPA in the top 25%.

Phi Alpha Theta International Honor Society In History

To be considered for membership, a student must have completed at least 12 semester credits in history, have maintained at least a 3.100 GPA in those courses and a 3.000 GPA overall, and rank in the upper 35% of one's class.

Psi Chi National Honor Society in Psychology

This national honor society recognizes outstanding students with a major or minor in psychology. To qualify as an active member, students must have completed at least three semesters of college, have at least nine semester hours in psychology, rank in the upper 35% of their class in general scholarship, and maintain a GPA of at least 3.000 in psychology.



A student finishing a competition during SJC's Freshman Orientation.

Course Descriptions

Core Curriculum

The Saint Joseph's College Core Curriculum is very different from general education at most other colleges. Here, general education involves almost all of the departments or disciplines within the College, and is team-taught. Moreover, the Core Program—unlike the more widespread “distributional” approach to general education, with students choosing a variety of courses—is a single program of integrated liberal-arts education that begins at a well defined point in the freshman year and works through clear stages of progress toward an equally well defined goal in the senior year. The Core Curriculum, therefore, is a well-coordinated program of general education that complements the work in the major through the four years of college education.

Core Curriculum Objectives

The College began this curriculum in 1969 and has invested large amounts of faculty time and energy in it. Over the years, the curriculum has developed, but the following objectives remain the focus of the Core Curriculum:

- All Core Curriculum faculty, in all eight semesters, work to develop the cognitive and communication skills of students: critical thinking, listening-speaking, and reading-writing.
- The Core Curriculum is a common academic experience for all students and for most of the faculty, thus constituting a lively basis for true academic community on this campus.
- The Core Curriculum enables all students to acquire an understanding of how all the contemporary modes of inquiry work, no matter what the major.
- The Core Curriculum pays special attention to how knowledge from each of the various disciplines connects with knowledge from other fields, and thus students are encouraged to develop an integrative habit of mind.
- In the Core Curriculum, values (personal, national, global) are a constant focus of study, so that students may work to develop their own set of values with sensitivity and consistency.
- All through the eight semesters of the Core Curriculum, there is witness to the specific values of our Judeo-Christian and Humanist traditions in keeping with the College motto of “Religio, Moralitas, Scientia.”

The Core Curriculum constitutes “the first major” of each and every student at the College. That means that every graduate from SJC has the benefits—for both personal development and for career advancement—of a solid background in integrated liberal arts as well as the major field of study. Every student is exposed to a well planned and rigorous liberal arts “Core” and also has the opportunity to work at specific career or graduate school preparation through the major.

66 Core Curriculum

Freshmen Seminar (COR 001)

1 credit

A course for first-year students focusing on academic planning, college adjustment, and success skills, educational philosophy and the history and purposes of Saint Joseph's College. Required of all freshmen in the fall semester.

Core 1. (COR 110, 111) The Contemporary Situation

6 credits

A study of the human situation in the 20th century with its crises and achievements. The course aims at student involvement in the world through reflection and communication. Required of all freshmen.

Core 2. (COR 120, 121) The Modern World

6 credits

A study of the larger movements of civilization from the seventeenth to the 20th century with emphasis on contemporary relevance. Required of all freshmen.

Core 3. (COR 230) The Roots of Western Civilization

6 credits

A study of the Hebrew, Greek and Roman civilizations in their roles as roots of Western Civilization. Core 3 stresses the intellectual, artistic, religious, and social contributions of these civilizations to our modern Western Civilization. Required of all sophomores.

Core 4. (COR 240) The Christian Impact on Western Civilization

6 credits

A study of the growth of Western Civilization from the beginning of the Christian era to the emergence of the "Modern World." The intellectual, artistic, religious, and social growth of these years is emphasized. Required of all sophomores.

Core 5-6. (COR 350, 360) Humanity in the Universe

6 credits

This course, extended through two semesters, studies the emergence of the human species in the course of cosmic, biological and cultural evolution and assesses the theoretical and practical impact of the natural sciences on the human situation. Required of all juniors except those in an approved three-year science program.

Core 7-8. (COR 370, 380) Intercultural Studies

6 credits

An examination of civilizations other than our own. By studying other cultures, the student gains a new perspective and insight into the institutions and thought of the Western world. Extended through two semesters and required of all juniors.

Core 9. Towards a Christian Humanism (COR 490)

6 credits

This course attempts to point to the possibility of a Christian view of the human person by an examination of the general problems of humanism, religion, Christianity, and Catholicism. It applies psychological, sociological, philosophical, and theological considerations to the material provided by the previous Core experience. Required of all seniors, and of juniors in an approved three-year sequence.

Core 10. (COR 498) Christianity and the Human Situation**3 credits**

A seminar course on selected ethical problems of our day in the light of Christian faith and of all the Core experience, especially Core 9. Core 10 is, therefore, a study of the practice of Christian Humanism. While section leaders may offer a variety of introductory approaches, preference will be given to seminar topics originated by students. Such topics might be related to person-oriented concerns, to urgent contemporary issues, or to a student's chosen career.



Members of the Columbian Players finishing a scene for the College's spring musical, The Boyfriend.

68 Accounting

ACCOUNTING

Students majoring in accounting are provided with the fundamental courses to prepare them for entrance into the profession of accountancy, including public, private and governmental careers. In the field of public accounting there are opportunities in auditing, system design and consulting, cost and tax. In private accounting, thoroughly trained accountants have opportunities for advancement into executive, financial, auditing and cost accounting positions. Federal and state governments provide opportunities for accountants in a wide variety of activities including income tax, banking, interstate commerce, and the like.

The Accounting major prepares students to be flexible, adaptable and successful by stressing three key components for a successful career upon graduation. First, *business sense*—by experiencing the cross-functional environment of modern business organizations. Second, *critical skills*—in all the important business functions, but in other areas, too, such as communication, teamwork, critical thinking, and change management. Third, *personal character*—by forcing students to consider a social and ethical context for evaluating business decision making, strategy and policy.

When combined with practical experience, which students are encouraged to obtain through internships and practica, the skills-focus of studying business at Saint Joseph's College prepares our graduates for a wide range of successful and rewarding careers.

Accounting majors are able to specialize in order to prepare for accounting careers in industry, local, state and federal government, banking, finance, and many other organizations. The major in Accounting, CPA, prepares students pursuing careers in public accounting and expecting to sit for the CPA exam. This 150-credit program includes vital internship opportunities and a CPA Review course.

Note: Students majoring in Accounting may not minor in Business Administration or Human Resources Management.

MAJOR IN ACCOUNTING (credits: 82 for CPA; 55 for General Accounting)

REQUIRED: Foundations, 8 courses (24 credits)

| | |
|-------------------------------|--|
| ACC 101 Intro Financial Acct | ECN 120 Principles: Markets and Prices |
| ACC 102 Intro Managerial Acct | ECN 121 Principles: Money and Income |
| MGT 101 Prin of Management | BUS 201 Legal Environment of Business |
| MKT 102 Prin of Marketing | FIN 201 Prin of Finance |

REQUIRED: Tools, 3 courses (7 credits)

| | |
|---------------------------------|---|
| BUS 101 Communication and Tech | ECN 210 Statistics for Business and Economics |
| BUS 301 Career and Job Planning | |

REQUIRED: Synthesis, 2 courses (6 credits)

| | |
|----------------------|--------------------------------------|
| BUS 351 The Crucible | BUS 451 Business Policy and Strategy |
|----------------------|--------------------------------------|

REQUIRED: For General Accounting Concentration, (18 credits)

| | |
|------------------------------|---------------------------|
| ACC 203 Intermediate Acct I | ACC 309 Advanced Acct I |
| ACC 204 Intermediate Acct II | ACC 411 Auditing |
| ACC 307 Cost Acct | ACC 413 Income Tax Acct I |

REQUIRED: For Certified Public Accountancy Concentration (82 credits)

55 credits listed above for General Accounting plus:

| | |
|----------------------------|------------------------------------|
| ACC 305 Business Law | ACC 414 Income Tax Acct II |
| ACC 308 Advanced Cost Acct | ACC 415 CPA Review |
| ACC 310 Advanced Acct II | ACC 417 Pro-Seminar in Acct Theory |

Choose two courses (6 credits) from:

| | |
|--|--------------------------------------|
| ECN 335 Money and Banking | FIN 312 International Finance |
| FIN 311 Corporate Financial Management | FIN 411 Financial Statement Analysis |

MINOR IN ACCOUNTING (18 credits)

REQUIRED: 5 courses (15 credits)

| | |
|----------------------------------|---------------------------------|
| 101 Introductory Financial Acct | 203-204 Intermediate Accounting |
| 102 Introductory Managerial Acct | 307 Cost Accounting |

ELECTIVE: Any 3 credits in Accounting

COURSE DESCRIPTIONS

101. Introductory Financial Accounting 3 credits

Financial accounting with emphasis on knowledge required for completion of the accounting cycle, including income measurement and financial statement preparation, accounting for current and plant assets, current and long-term liabilities, stockholders' equity, cash flows and financial statement analysis.

102. Introductory Managerial Accounting 3 credits

This course serves as an introduction to the internal uses of accounting information, specifically focusing on various cost accounting methods.

203-204. Intermediate Accounting 6 credits

An investigation into the form and theory of financial statements with emphasis on the theory and practice of accounting for assets, liabilities and corporate capital accounts. Theory and techniques of recognizing revenues and expenses, including the time value of money are studied as the various assets and liabilities are covered. Familiarity with current events in the financial world is required for intelligent class discussion.

305. Business Law 3 credits

This course is designed to acquaint the student with those phases of law most frequently met in business. The selected areas of study include contracts, negotiable instrument, agency sales, partnerships, corporations, property and torts.

307. Cost Accounting 3 credits

A study of the basic terminology, concepts, and techniques of cost determination. Job order, process, and standard cost systems are explored through the medium of problems.

70 Accounting

308. Advanced Cost Accounting

3 credits

This course is designed to familiarize the student with analytical interpretation of cost data. The areas of budgetary controls, direct costing, cost-volume relationships, and variance analysis are given special consideration. **Prerequisite: ACC 307.**

309-310. Advanced Accounting

6 credits

Advanced partnership accounting problems and special transactions resulting from foreign currency translations are considered. Special emphasis is placed on the preparation of consolidated statements of financial condition and income. Consideration is also given to statements required of fiduciaries and to governmental accounting problems, as well as the statement of cash flow.

390. Internship

3-9 credits

This course is designed to allow qualifying students to actually work off campus for a professional accounting firm. These students apply the technical skills acquired in prior accounting courses to the actual accounting situations of the firm's clients. The student is also expected to act professionally in social situations with firm and client personnel. The Core program, with its emphasis on current events, ethics, and values, should allow the student to assume this responsibility with ease. Achievement will be based upon the periodic and final written reports of the intern and an evaluation of performance by the firm.

411. Auditing

3 credits

This course recognizes that dependable financial information is essential to the very existence of our society. The need for independent auditors to attest to the basic financial statements follows from this recognition. Professional competence and integrity as an auditor is developed in the student through exposure to the theory and techniques applied in an audit.

413-414. Income Tax Accounting

6 credits

This course is designed to familiarize the student with the federal income tax laws by means of lectures and practical problems. It is devoted to an intensive study of the income tax laws as they apply to individuals, partnerships, and corporations.

415. CPA Review

6 credits

This course provides an intensive and comprehensive review of accounting. It is designed to help prepare students to take and successfully pass the uniform Certified Public Accountants' examination. Areas covered include: intermediate, advanced, theory, cost, auditing, income tax, quantitative methods, and business law. A mock, mini-CPA examination is given at the end of the course.

417. Pro-Seminar in Accounting Theory

3 credits

An introduction, by means of directed reading and individual projects, to the methods of accounting research and the theory of accounts.

ART

The Art Department offers courses of instruction in the studio arts, art history and art education. Students may elect majors in art, art education, or a minor in art. Courses may also be taken as electives for personal enrichment.

Studio courses in a variety of two and three-dimensional media, focus on fundamentals of visual communication and developing technical skills necessary for expression of students' ideas in a chosen medium. Both the studio and art education programs prepare students for entry into professional careers or graduate programs.

MAJOR IN ART (36 credits)

REQUIRED: 5 courses (13 credits)

| | | |
|------------------|----------------|-----------------------------------|
| 111 Basic Design | 212 Design II | 450 Senior Portfolio & Exhibition |
| 131 Drawing I | 232 Drawing II | |

Choose 6 credits from:

| | | |
|-------------------|--------------------|---------------------------------|
| 251 Art History I | 252 Art History II | 353 Art History: Special Topics |
|-------------------|--------------------|---------------------------------|

Choose 17 credits from:

| | | |
|--------------------------|-----------------|---------------------------|
| 221 Ceramics | 233 Painting | 255 Independent Study |
| 225 Surface Design | 234 Printmaking | 259 Special Topics in Art |
| 226 Woven /Const Textile | 235 Glass | 359, 459 Advanced Studio |
| | 236 Photography | |

GROUP MAJOR IN ART EDUCATION K-12 (70 credits)

REQUIRED: (51 credits)

| | | |
|----------------------------------|-----------------|-----------------------------------|
| 111 Basic Design | 233 Painting | 248 Elem Art Curriculum & Method |
| 131 Drawing I | 251 Art Hist I | 291 Art Field Experience |
| 212 Design II | 252 Art Hist II | 348 Sec Art Curriculum & Method |
| 221 Ceramics | | 359 Advanced Studio |
| EDC 111 Human Devel | | 450 Senior Portfolio & Exhibition |
| EDC 221 Instructional Strategies | | EDC 411 Student Teaching |

Choose 19 credits from:

| | | |
|--------------------------|------------------------------------|--------------------------------|
| 225 Surface Design | 237 Intro. Computer Graphic Design | |
| 226 Woven /Const Textile | 253 Art History Tpc | 336 Photography II |
| 232 Drawing II | 255 Ind Study | 353 Art History Special Topics |
| 234 Printmaking | 259 Topics in Art | 359 Advanced Studio |
| 235 Glass | 321 Ceramics II | 459 Advanced Studio |
| 236 Photography | 333 Painting II | |

MINOR IN ART (18 credits)

REQUIRED: 2 courses (6 credits)

111 Basic Design

131 Drawing I

Choose 3 credits from:

212 Design II

232 Drawing II

Choose 3 credits from:

251 Art History I

252 Art History II

353 Art Hist: Special Topics

Choose 6 credits from:

221 Ceramics 225 Surface Design

236 Photography 226 Woven & Const Textiles

233 Painting 234 Printmaking

235 Glass 259 Topics in Art

359 Advanced Studio

COURSE DESCRIPTIONS**111. Basic Design and Color Theory****3 credits**

Introductory study of theory, content, process and application of two-dimensional design with the inclusion of color theory and application.

131. Drawing I**3 credits**

A basic course in the fundamentals of drawing with an emphasis upon visual structure using various media.

212. Design II**3 credits**

Continued study of visual theory and structure through the design process with an emphasis on three-dimensional design problems in a variety of media. **Recommended prerequisite: ART 111. Lab fee.**

221. Ceramics**1-3 credits**

The study of hand-building techniques with an emphasis on the vessel form including techniques of surface decorating, glazing, and firing. Course work is adjusted according to number of credits taken. **Lab fee.**

225. Surface Design**1-3 credits**

The study of a variety of surface design processes for decorating fabric including: batik, tie-dye, bleach-out, fabric painting and printing. Course work is adjusted according to number of credits taken. **Lab fee. Recommended prerequisite: Art 111.**

226. Woven and Constructed Textiles**3 credits**

The study of weaving and fiber manipulation using various loom and non-loom techniques. **Lab fee. Recommended prerequisite: Art 111.**

232. Drawing II**3 credits**

A study of more advanced techniques and problems in a variety of drawing media with an emphasis on the development of finished compositions. **Prerequisite: Art 131.**

233. Painting**3 credits**

Basic instruction in the use of acrylic and other media with emphasis upon the visual problems of painting. **Recommended prerequisites:** Art 111, 131.

234. Printmaking**3 credits**

Introduction to printmaking processes with experience in various printmaking techniques including: monotype, intaglio, and relief. **Lab fee. Recommended prerequisites:** Art 111, 131.

235. Glass**3 credits**

Introduction to basic concepts, materials, processes and technology for creating flat glass including leading, foiling, slumping, fusing and enameling. **Lab fee and significant additional materials costs. Recommended prerequisite:** Art 111.

236. Photography**1-3 credits**

An introduction to art photography and basic darkroom techniques and alternate processing. Course work will be adjusted according to number of credits taken. **Lab fee.**

237. Introduction to Graphic Design**3 credits**

This course covers the concept development and technical execution of graphic design solutions. Students are introduced to scanning, photo manipulation, typography, and basic page layout. Focus is on application of design principles as they pertain to generating graphic design solutions through the use of type, digital imagery, and page layout. **Recommended prerequisite:** Art 111.

248. Elementary Art Curriculum and Methodology**3 credits**

Introduction to the discipline of art including formal design concepts and the selection and use of art media appropriate for elementary schools. Emphasis on discipline-based curriculum planning, lesson development and appropriate teaching and assessment strategies. Professional field experience provides for implementation of curriculum theory and action research. **Lab fee.**

251. Art History Survey I: Prehistoric through Renaissance**3 credits**

A survey of the development of Western art from antiquity up to the Renaissance. Lectures, slides, and research.

252. Art History Survey II: Renaissance to Contemporary**3 credits**

A survey of the development of Western art from the Renaissance to the present day. Lectures, slides research and selected studio experiences.

255. Independent Study**1-3 credits****259. Special Topics in Art****1-3 credits**

Study of a studio discipline not listed in the *Catalog*. Repeatable with change in discipline. **Permission of instructor. Lab fee for some disciplines.**

- 291. Art Field Experience** 1 credit
Professional art field experience in local schools. **Prerequisite:** Must be enrolled in Group Major in Art Education.
- 321. Ceramics II** 1-3 credits
Continuation of Ceramics I Art 221 with further exploration of hand building, decorating, and glazing. Introduction to the basic techniques of working on the potter's wheel, firing the kilns, and mixing glazes. Course work will be adjusted according to number of credits taken. **Prerequisite:** Art 221 for 3 credits. Lab fee.
- 333. Painting II** 1-3 credits
Introduction to the use of oils. Emphasis on exploring technical aspects of oils and advanced visual problems in painting. Course work will be adjusted according to number of credits taken. **Prerequisite:** Art 233 for 3 credits.
- 336. Photography II** 1-3 credits
Course work is centered on the individual student's artistic growth through the systematic exploration of alternative photographic processes. Student must provide SLR 35mm camera with the capability of setting aperture and shutter manually. Course work is adjusted according to number of credits taken. **Lab Fee and additional photographic supplies. Prerequisite:** Art 236 for 3 credits.
- 348. Middle and Secondary Art Curriculum and Methodology** 3 credits
Continuation of the examination and implementation of theories of curriculum and assessment, course design, professional standards and action research. Emphasis on professional development and positive dispositions. Professional field experience provides for implementation of curriculum theory and action research. **Prerequisite:** Art 248. Lab fee.
- 353. Art History: Special Topics** 3 credits
An intensive study of specialized topics in art history. Repeatable with change in course content. **Permission of instructor.**
- 359. Advanced Studio** 1-3 credits
Second semester of study in a given studio discipline. May be repeated with a change in disciplines. **Prerequisite:** 3 credits of study in the discipline. Lab fee for some disciplines.
- 450. Senior Portfolio and Exhibition** 1-3 credits
Capstone experience for Studio Art or Art Education majors. Student is required to develop a representative portfolio of work, prepare and mount his or her solo exhibition and write an artist's statement. Additional credits earned for additional studio work. **Prerequisite:** Senior standing in major.
- 459. Advanced Studio** 1-3 credits
Third semester of study in a given studio discipline. May be repeated with change in discipline. **Prerequisite:** 6 credits of study in the discipline. **Permission of Instructor.** Lab fee for some disciplines.

BIOLOGY

The departmental courses in biology are intended to help the student acquire: 1) A knowledge of the basic principles of the biological sciences and some skill in the application of the scientific method to biological problems; 2) The necessary background for work in graduate or professional schools of medicine, dentistry, or biological science; 3) The biological background for certain professional careers such as teaching biology in secondary schools or working in industrial or sales positions requiring a knowledge of biology or chemistry.

Interested and qualified majors in biology are encouraged to supplement their training in zoology or botany by field ecological work, marine or fresh water, in the taxonomic, embryological, and physiological areas, in any approved biological station. Fresh water and terrestrial field stations are operated by many midwestern colleges and universities. With prior consent of the department, credits received will be accepted here.

Students who plan to do graduate work in biology should do Independent study (BIO 255), Research (BIO 220, 355, 455) or Internship in order to gain insight and experience in biological research and applications.

NOTE: Students majoring in Biology, Biology-Chemistry or Medical Technology cannot normally take BIO 121, 122, 123, 202, 203 as part of the major. **BIO 111-112 are prerequisites for all Biology courses numbered higher than 220.** Completion of any major does not guarantee admission to a graduate or professional school.

ASSOCIATE OF SCIENCE DEGREE IN BIOLOGY-CHEMISTRY (60 credits)

REQUIRED: 60 credits

CORE 1, 2, 3, 4

BIO 111&112 Gen Biology CHM 121&122 Gen Chem CHM 233 Organic Chem I
9 credits from biology or chemistry

7 credits from the natural sciences or math-science division

MAJOR IN BIOLOGY (48-60 credits)

All Biology majors are required to take:

BIO 111-112 General Biology I & II (8)

Specially designated Core 5-6 sections for Biology & Bio-Chem majors

Choose and complete one of the following four tracks:

Biologist Track – recommended for pre-med, pre-vet, life science teaching, and a wide variety of careers in the biological sciences. Recommended minors for this track include: Chemistry, Math, Computer Science, Psychology and Secondary Education.

Physical Therapy Track – recommended for pre-physical therapy, occupational therapy, pharmacy and athletic training careers. A minor in Health Therapy or Athletic Training is required for this track. This track is design to provide all of the necessary course for entrance into graduate programs in physical or occupational therapy.

76 **Biology**

Forensic Science Track – recommended for forensic science careers. Recommended minors for this track include: Chemistry, Math, Criminal Justice, Psychology, and Sociology. This track meets all of the recommendations for nationally accredited undergraduate programs in forensic science.

Wildlife Ecology Track – recommended for wildlife biology, zoology, ecology, environmental science, environmental consulting, conservation biology, aquatic and marine biology, and natural resource careers. Recommended minors for this track include: Earth Science, Business Administration, Human Resources, Management, Math, Economics, Political Science, Art, and Computer Science. This track follows the guidelines to get certification as a professional wildlife biologist from The Wildlife Society.

Biologist Track: (60 credits)

Required: 52 additional credits

- BIO 225 Comparative Vertebrate Anatomy (4)
- BIO 337 Genetics (4)
- CHM 121-122 General Chemistry I & II (8)
- CHM 233-234 Organic Chemistry I & II (8)
- GMP 121-122 General Physics I & II (8)
- 20 credits of biology electives numbered 200 or higher

Physical Therapy Track: (60 credits)

Required: 52 additional credits

- BIO 121-122 Human Anatomy & Physiology (6)
- BIO 225 Comparative Vertebrate Anatomy (4)
- BIO 337 Genetics (4)
- BIO 327 Human Medical Physiology (4)
- CHM 121-122 General Chemistry I & II (8)
- CHM 233-234 Organic Chemistry I & II (8)
- BIO/CHM 379 Biochemistry (4)
- GMP 121-122 General Physics I & II (8)*
- 6 credits of biology electives numbered 200 or higher
- A minor in Health Therapy or Athletic Training is required.

Forensic Science Track: (60 credits)

Required: 52 additional credits

- BIO 218 Intro to Forensic Science (3)
- BIO 318 Forensic Entomology (3)
- BIO 225 Comparative Vertebrate Anatomy (4)
- BIO 337 Genetics (4)
- BIO 341 Advanced Forensic Science (3)
- CHM 121-122 General Chemistry I & II (8)
- CHM 233-234 Organic Chemistry I & II (8)
- GMP 121-122 General Physics I & II (8)*

3-4 credits of Statistics from:

PSY/POL/SOC 225 (4)

MTH 342 Statistics (3)*

7-8 credits of biology or chemistry electives numbered 200 or higher

Wildlife Ecology Track: (48-49 credits)

Required: 40-41 additional credits

BIO 233 Ecology (3)

BIO 339 Conservation Biology (3)

BIO 479 Restoration Ecology (3)

6 credits of vertebrate zoology electives from:

BIO 234 Herpetology (3)

BIO 236 Ornithology & Mammalogy (3)

BIO 250 Amphibian Research (1-3)

13 credits of biology electives from:

BIO 220 Amphibian Research (1-3)

BIO 225 Comparative Vertebrate Anatomy (4)

BIO 231 Intro to Entomology (3)

BIO 232 Invertebrate Zoology (3)

BIO 323 Intro Microbiology (3)

BIO 337 Genetics (4)

BIO 346 Animal Behavior (3)

Independent studies, research or internships in zoology, botany
or ecology

3-4 credits of Statistics from:

PSY/POL/SOC 225 (4)

MTH 342 Statistics (3)*

9 credits of the following physical science electives from at least two
different departments:

CHM 101 Intro chemistry (3)

CHM 121 General Chemistry I (4)

CHM 122 General Chemistry II (4)

GMP 111 Environmental Geology (3)

GMP 128: Environmental Studies (3)

GMP 121 General Physics I (4)

GMP 132 Geography of Economic Resources (3)

* Prerequisites

78 Biology

GROUP MAJOR IN BIOLOGY-CHEMISTRY (62 credits)

The Bio-Chem major is recommended for pre-med, pre-dentistry, pre-vet, life science & physical science teaching, and a wide variety of careers biology or biochemistry. No minor is required with this group major.

REQUIRED:

BIO 111-112 General Biology I & II (8) BIO 337 Genetics (4)
BIO 225 Comparative Vertebrate Anatomy (4) BIO/CHM 379 Biochemistry (4)
CHM 121-122 General Chemistry I & II (8)
CHM 233-234 Organic Chemistry I & II (8)
CHM 246 Quantitative Analysis (4)
GMP 121-122 General Physics I & II (8)*
Specially designated Core 5-6 sections for Biology & Biol-Chem majors
14 credits of electives from Biology and/or Chemistry numbered 200 or higher

*Please note that GMP 121-122 and MTH 342 have a prerequisite of MTH 125 Calculus I or a year of HS Calculus.

Students majoring in Biology or Biology-Chemistry may elect to concentrate in the following pre-professional programs:

Life Science Teaching: The Biology major or Biology-Chemistry group-major coupled with a minor in education can lead to teach Life Science (biology) at the middle school and high school levels. This program of study coupled with Core 6 covers all six areas required by the state of Indiana (Cells, Heredity, Evolution, Biological Organization, Animal Behavior, Interdependence of Organisms) for a license to teach Life Science at the middle school, junior high and high school levels.

The minimum requirements for a teaching license in Life Science is a major in the Biology or Biology-Chemistry or in Chemistry with a minor in Biology plus an education minor with the following distribution of biology courses:

REQUIRED: 21 credits of Biology (fulfills a biology minor and may be accomplished by a biology or biology-chemistry major) that must include:

BIO 111-112 General Biology I & II

3-4 credits from cellular-subcellular level:

| | | |
|----------------------------------|------------------------|--------------------------|
| 121 Anatomy & Physiology I | 323 Intro Microbiology | 327 Human Med Physiology |
| 337 Genetics | 345 Histology | 379 Biochemistry |
| 343 Cellular & Molecular Biology | | |

3-4 credits from organismal level:

| | | |
|-----------------------------|--------------------------|----------------------|
| 122 Anatomy & Physiology II | 225 Comp Vertebrate Anat | 231 Entomology |
| 232 Invertebrate Zoology | 234 Herpetology | 236 Ornith-Mammalogy |
| 218 Intro Forensic Science | 220 Amphibian Research | 346 Animal Behavior |

3-4 credits from the population level:

| | |
|--------------------------|------------------------------------|
| 233 Ecology | 246 Environmental Research Methods |
| 339 Conservation Biology | 479 Restoration Ecology |

Please note that a major in Biology-Chemistry or a major in Biology (Biologist Track) also meets the minimum requirements for a teaching license in Physical Science (chemistry & physics).

Pre-Dentistry Program: Interested students are recommended to take the Biologist Track of the Biology major or the Biology-Chemistry Group major. The pre-dentistry program is designed to enable students to meet the entrance requirements of American dental schools. In addition, this program helps students prepare for the Dental Admissions Test (DAT).

Pre-Medical Program: Interested students are recommended to take the Biologist Track of the Biology major or the Biology-Chemistry Group major or a major in Chemistry with a minor in Biology. The pre-medical program is designed to enable students to meet the entrance requirements of medical schools approved by the American Medical Association, the American Osteopathic Association, and the American Pediatric Association. Pre-Med students are advised by SJC's Pre-Med Advisory Committee. This program helps students prepare for the Medical College Admissions Test (MCAT).

Pre-Pharmacy Program: Interested students are recommended to take the Pre-Therapy Track of the Biology major or the Biology-Chemistry Group major. The pre-pharmacy program is designed to enable students to meet the entrance requirements for Doctor of Pharmacy programs after an Associate or Bachelor of Science degree. Recommended courses include Human Anatomy and Physiology, Microbiology, Calculus I & II, Gen Physics I, Economics, Statistics, Biochemistry, Quantitative Analysis and Human Medical Physiology.

Pre-Veterinary Program: Interested students are recommended to take the Biologist or Wildlife Ecology Track of the Biology major with a minor in chemistry or the Biology-Chemistry Group major. This program is designed to enable students to meet the entrance requirements of American veterinary schools. These can often be met by taking TWO years of courses at Saint Joseph's College. Some veterinary schools prefer students to have four years of a major in biology with a biologist or wildlife ecology track.

GROUP MAJOR IN MEDICAL TECHNOLOGY (56 credits)

This program requires completion of three years at SJC and 12 months in an affiliated hospital program. This program meets the requirements of the American Medical Association and the American Society of Clinical Pathologists. SJC is affiliated with the following Indiana hospitals: St. Margaret Mercy, Hammond, and Ball Memorial, Muncie. **REQUIRED:** 54 credits of Biology and Chemistry plus one course in statistics (hospital program credits count for graduation requirements), which must include:

| | |
|-----------------------------------|-----------------------------------|
| BIO 111 & 112 General Biology | CHM 121 & 122 Gen Chemistry |
| BIO 323 Introductory Microbiology | CHM 233 Organic Chem I |
| BIO 444 Advanced Microbiology | CHM 234 Organic Chem II or |
| | CHM 379 Biochemistry |

REQUIRED: All Core courses except 5 & 6; 12 months in an affiliated hospital program.

80 Biology

MINOR IN BIOLOGY (18 credits)

REQUIRED: BIO 111 & 112 Gen Biology I & II and any 10 credits of Biology electives

MINOR IN HEALTH THERAPY (18 credits)

REQUIRED: 18 credits from the following: (no more than 6 credits from any area.)

Mathematics

Psychology (except Statistics)

Sociology

Physical Education

Statistics

Art

NOTE: Only students majoring in Biology with the Physical Therapy Track can minor in Health Therapy.

COURSE DESCRIPTIONS

111-112. General Biology

8 credits

An introductory discussion of the concepts and methods of biology with stress on laboratory investigations to emphasize biology as a science of inquiry. The second semester stresses biodiversity. Laboratory. **These courses are prerequisite to all other course offerings in biology numbered higher than 220.**

121-122. Human Anatomy and Physiology

6 credits

This course is designed to study the structure and function of various cells, tissues, organs, and systems of the human body. Intended for physical education and nursing majors and Health Therapy minor. The course is recommended for students preparing to teach health in high school. Laboratory.

123. Introductory Microbiology for Nursing

4 credits

This course gives a basic overview of the major areas of microbiology: microbial structures and physiology; environmental roles; control and growth; and immunology and disease. Laboratory emphasizes culture and handling techniques, means of growth and control, plus macro and microscopic means of identification. This course is meant as an introduction for freshman-level nursing students.

212. Analysis of Pathophysiological Concepts

3 credits

This course is designed to involve the learner in the conceptual analysis of pathophysiological processes. The learner will build on their previous knowledge of the biological and physical sciences. **Prerequisite: BIO 121, 122, 123 and CHM 101.**

213. Analysis of Pharmacotherapeutics

3 credits

This course is designed to involve the learner in analyzing various pharmacology concepts. The structure of this course will be based on pharmacological classifications. The learner will build on previous knowledge from the biological and physical sciences. **Prerequisite: BIO 121, 122, 123 and CHM 101.**

218. Introduction to Forensic Science for Science Students**3 credits**

The course will focus on the multi-disciplined aspects of forensic science which will include anthropology, pathology, criminalistics, entomology, chemistry, and odontology. Guest speakers, expert in the above fields, will serve as excellent role models for students interested in employment in an alternative and very challenging line of work involving general scientific fields of study. Both lecture and laboratory will provide the basis for this hands-on learning experience where, instead of a traditional examination and research paper, the students will match wits with others as “experts in their fields” in a mock court.

220. Amphibian Population Research**1 credit**

Students participate in an ongoing amphibian population monitoring program to determine the distribution and abundance of frogs, toads and salamanders living in Jasper County, IN, and nearby areas. Students will learn in class how to identify all local species’ breeding call, indices of relative abundance, and how to use topographic mapping techniques. Students are responsible to keep and submit a data file including habitat, weather, time and date of survey, and data on the relative abundance of amphibians in an assigned area of study. This course may be repeated up to three times.

225. Comparative Vertebrate Anatomy**4 credits**

The study of type forms of different classes of vertebrates, from the viewpoint of the morphological and physiological relationships of the various organs and systems. Laboratory.

231. Introduction to Entomology**3 credits**

The course will focus on insect behavior, biology, morphology, and identification. A laboratory will provide students with insect biology and behavior. This course will provide necessary background for future advanced studies in medical entomology, ecology, and forensic entomology. Laboratory.

232. Invertebrate Zoology**3 credits**

A survey of invertebrate animals with emphasis placed upon structural and functional adaptations of the major phyla and classes, along with their evolutionary relationships. This course includes marine biology component during a spring break field trip to the Gulf Coast. Laboratory.

233. Ecology**3 credits**

The study of organisms in relation to their environments with emphasis upon interrelationships among physical factors (light, temperature, and moisture), biogeochemical cycles, and biotic factors (trophic relationships, population dynamics, and interactions between species). Laboratory.

234. Herpetology**3 credits**

This field course will focus on the evolution, classification, ecology and natural history of amphibians and reptiles. Emphasis is placed upon the identification of local species. This course includes a weekend camping trip. Laboratory.

82 Biology

236. Ornithology and Mammalogy

3 credits

This field course will focus on the evolution, classification, ecology and natural history of birds and mammals. Emphasis is placed upon the identification of local species. Laboratory.

244. Drugs and the Central Nervous System

2 credits

This course will cover psychotropic medicines and their effects on the human body. Included are the pharmacology of the major classes of psychotropic drugs and the nature of diseases they are used to treat. Also covered will be the nature of drug dependence and addiction as well as a brief history of human's use of psychotropic substances. **Prerequisite: Bio 111-112 or PSY 110.**

246. Environmental Research Methods (GMP 246)

3 credits

Basic environmental field methods will be examined and applied during this course. Field sampling and analysis of various environmental media such as water, soil, air, refuse, sediment, waste, etc., are undertaken in the context of environmental program implementation. Environmental field methods are foundational to virtually all aspects of environmental investigations and problems-solving. This course will also be an introduction to library search techniques, information retrieval systems, and scientific writing. Laboratory. **Prerequisite: BIO 111-112 or GMP 111 & 128.**

255. Independent Study

1-3 credits

318. Forensic Entomology

3 credits

This course will introduce how the biology of insects is used as evidence in criminal cases. Topics include collecting insect evidence from bodies, following a chain of custody, and processing specimen. The class project will be the analysis of an actual forensic entomology case and presentation of findings. Laboratory.

323. Introductory Microbiology

4 credits

This course gives a basic overview of the major areas of microbiology: microbial structures and physiology; environmental roles; control and growth; and immunology and disease. Laboratory emphasizes culture and handling techniques, means of growth and control, plus macro and microscopic means of identification. Though similar to Biology 123, lecture requirements will be in greater detail and depth, and laboratory exercises will place increased emphasis on scientific method and writing.

327. Human Medical Physiology

4 credits

An in-depth study of the physiology of the human body, especially as demonstrated in medical conditions and medical lab tests. Cannot be used to replace Biology 121 or 122. Laboratory.

331. Medical Entomology

3 credits

This course will focus in-depth on the biology of venomous insects, insects that transmit disease, and insects that otherwise cause injury to humans. Laboratory.

337. Genetics**4 credits**

A study of the general principles of heredity and the operation of hereditary factors in the origin and development of species and of individual traits. Laboratory.

339. Conservation Biology**3 credits**

This course will focus on population growth, interactions of populations community structure, metapopulation dynamics, and landscape ecology and their implications for conservation biology and wildlife management. Students will research and write a detailed conservation assessment with recommendations of research needs for a state-listed threatened species.

341. Advanced Forensic Science**3 credits**

This course will focus on the basic and applied science aspects of forensic science. The course will stress research, analytical skills, applied methods and the use of the primary science literature to aid crime investigation. **Prerequisite: BIO 111-112 or BIO 218.**

343. Cellular & Molecular Biology**3 credits**

This course will focus on the fundamentals of cellular structure and physiology and molecular genetics and the methods and applications of recombinant DNA biotechnology. Laboratory. **Prerequisite: BIO 111-112 and CHM 234.**

345. Histology**3 credits**

The study of the microscopic structure of animal tissues with emphasis on human tissue structure. Microscopic examination of tissue slides to determine the internal identifying characteristics of cell types and their mode of organization into functional tissues and organs. Laboratory.

346. Animal Behavior**3 credits**

Types of animal behavior are studied in regard to their causation, development, function, ecology and evolution. Students will design and conduct a series of ethograms and experiments and an independent project. Laboratory. **Prerequisite: BIO 111-112 or PSY 110.**

355. Junior Research in Biology**1-3 credits**

Consent of instructor.

379. Biochemistry (CHM 379)**4 credits**

A study of the chemistry and properties of carbohydrates, amino acids, proteins, lipids and nucleic acids as they relate to cellular metabolism and organelles. Examination of molecular structure and active sites of some model enzymes systems and a study of intermediary metabolism and its control mechanisms are included. Laboratory. **Prerequisites: BIO 111, 112 and CHM 233 (CHM 234 preferred).**

444. Advanced Microbiology**4 credits**

This course looks in greater depth at microbial diseases, genetics, and environmental roles. Half of the course deals with immunology in depth (immune response, agents and cells, modern use of immune technology, hypersensitivity, cancer and graft immunity). Laboratory.

84 Biology

455. Senior Biology Research
Consent of instructor.

1-3 credits

459. Topics in Biology

3 credits

479. Restoration Ecology

3 credits

This course is intended to provide the student with current information on trends and research in the field of restoration ecology. Further, the causes and cures of environmental damage will be explored through field projects, guest speakers and student presentations. Laboratory.



*A musician lounging in
the campus coffeehouse.*

BUSINESS ADMINISTRATION

The Business Administration major prepares students to be flexible, adaptable and successful by stressing three key components for a successful career upon graduation. First, *business sense*—by experiencing the cross-functional environment of modern business organizations. Second, *critical skills*—in all the important business functions, but in other areas, too, such as communication, teamwork, critical thinking, and change management. Third, *personal character*—by challenging students to consider a social and ethical context for evaluating business decision making, strategy and policy.

When combined with practical experience, which students are encouraged to obtain through internships and practica, the skills-focus of studying business at Saint Joseph's College prepares our graduates for a wide range of successful and rewarding careers in small and medium size businesses or non-profit organizations.

Students majoring in Business Administration will choose a concentration in Finance, International Business, Marketing or Management and may not minor in Accounting or Human Resource Management.

MAJOR IN BUSINESS ADMINISTRATION

REQUIRED: Foundations, 8 courses (24 credits)

| | | |
|------------------------------|---------------------------------------|---------------------|
| ACC 101 Int. Financial Acct | FIN 201 Prin of Finance | MKT 102 Prin of Mkt |
| ACC 102 Int. Managerial Acct | BUS 201 Legal Environment of Business | |
| ECN 120 Markets & Prices | ECN 121 Money & Income | MGT 101 Prin of Mgt |

REQUIRED: Tools, 3 courses (7 credits)

BUS 101 Comm & Technology BUS 301 Career & Job Planning ECN 210 Statistics

REQUIRED: Synthesis, 2 courses (6 credits)

BUS 351 The Crucible BUS 451 Business Policy and Strategy

REQUIRED CONCENTRATION: 4 courses (12 credits) from **one subject area below**

FINANCE: choose 4 courses (12 credits)

| | |
|---------------------------------|--------------------------------------|
| FIN 211 Investments | FIN 411 Financial Statement Analysis |
| FIN 311 Corporate Financial Mgt | FIN 421 Special Topics in Finance |
| FIN 312 International Finance | |

INTERNATIONAL BUSINESS: choose 4 courses (12 credits)

| | |
|---------------------------------|--------------------------------|
| FIN 312 International Finance | MGT 312 International Business |
| POL 103 International Relations | MGT 421 Special Topics in Mgt |
| POL 407 International Law | |

MANAGEMENT: choose 4 courses (12 credits)

| | |
|-----------------------------|---------------------------------|
| MGT 211 Human Resources Mgt | MGT 411 Organizational Behavior |
| MGT 212 Entrepreneurship | MGT 421 Special Topics in Mgt |
| MGT 311 Operations Mgt | |

MARKETING: choose 4 courses (12 credits)

| | |
|-------------------------------|-------------------------------------|
| MKT 211 Promotion Management | MKT 411 Marketing Research |
| MKT 311 Sales & Marketing Mgt | MKT 421 Special Topics in Marketing |
| MKT 312 E-Business | |

Students may design their own concentration by selecting 12 credits from upper level courses in Business Administration, with the approval of their advisor.

86 Business Administration

GROUP MAJOR IN MANAGEMENT INFORMATION SYSTEMS (73 credits)

Students studying in the MIS program prepare themselves for careers helping businesses, government and other organizations create productive and efficient systems for processing, integrating, organizing and communicating critical information. The program combines advanced management courses with computer science courses. It is a group major that does not require a minor.

REQUIRED: Foundations, 8 courses (24 credits)
Tools, 3 courses (7 credits)
Synthesis, 2 courses (6 credits)

REQUIRED: 12 courses (36 credits)

| | |
|---------------------------------|----------------------------------|
| ACC 307 Cost Accounting | CMP 111 Computer Science I |
| MGT 311 Operations Mgt | CMP 112 Computer Science II |
| MGT 312 International Business | CMP 221 Data Structures |
| MGT 411 Organizational Behavior | CMP 231 Applications Programming |
| MKT 312 E-Business | CMP 340 Information Systems |
| MKT 411 Marketing Research | CMP 341 Database Concepts |

MINOR IN BUSINESS ADMINISTRATION (18 credits)

REQUIRED: 4 courses (12 credits)
ACC 101 Intro Financial Acct
MGT 101 Principles of Management
MKT 102 Principles of Marketing
FIN 201 Principles of Finance

Choose 3 credits from:
ECN 110 The Economic Way of Thinking
ECN 120 Markets & Prices
ECN 121 Money & Income

Choose 3 credits from:
MGT 211 Human Resources Mgt
MGT 212 Entrepreneurship
MGT 312 International Business
MKT 312 E-Business

MINOR IN HUMAN RESOURCES MANAGEMENT (18 credits)

REQUIRED: 4 courses (12 credits)
PSY 110 Introduction to Psychology
PSY 134 Industrial & Organizational Psych
MGT 211 Human Resources Mgt
MGT 322 Human Resources Pract

Choose 3 credits from:
MGT 101 Principles of Management
MGT 312 International Business
MGT 421 Special Topics in Management
ECN 210 Statistics for Business & Econ
FIN 312 International Finance

Choose 3 credits from:
PSY 125 Theories of Personality
PSY 225 Statistics
PSY 324 Abnormal Psychology
PSY 335 Measurement & Evaluation
SOC 227 Race and Ethnic Relations

Note: Either ECN 210 or PSY 225 count for the minor, not both.

COURSE DESCRIPTIONS

BUSINESS ADMINISTRATION (BUS)

101. Communication and Technology **3 credits**

A portal for new students in business administration, this course introduces communication, technology, case analysis, and presentation skills required for, and further developed in, later courses. It helps establish an initial social and ethical framework for business studies, with a direct link to relevant topics and readings in Core 1.

201. The Legal Environment of Business **3 credits**

This course will cover legal and regulatory issues in detail to form a context for the ethical and social considerations of business decision making. Discusses the impact of the common law, statutes, regulations and the U.S. Constitution on the business organization. It provides an understanding of the court systems, and the legislative and regulatory processes. The course also furnishes an analysis of the law as it affects various business practices including defective products, contracts, employment, environmental practices and international business activities.

211. Students in Free Enterprise **1 credit**

SIFE is designed to enhance students' understanding of the American free enterprise system. Open to business or non-business majors, the course consists of projects to increase public awareness of economic problems in the increasingly competitive global marketplace. Students will also prepare an annual report of activities and present their work at regional competitions sponsored by SIFE International. **(May be taken once.)**

301. Career and Job Planning **1 credit**

This course is designed to help students develop the skills needed for their job search process and to successfully enter the business world upon graduation. It also offers assistance in preparing for the transition from student life to professional life. The course includes self-skills assessment, career path management, effective cover letters and resumes, and interviewing skills. **Open to Seniors and Juniors.**

321. Business Practicum **1-3 credits**

The Business Practicum is designed to offer students hands on training while under the supervision of professionals. A practicum can be designed for any area of study. The student will work in the field gaining practical experience and then report on a regular basis to the supporting faculty member. A major paper will be a portion of the requirements for credit. **Prerequisite: Foundation courses and cumulative GPA of 2.500 or higher.**

351. The Crucible **3 credits**

This junior year course places student teams in competitive scenarios that test the application of skills and concepts developed in the Foundations courses. It simulates the cross-functional environment of modern business organizations and stresses teamwork, decision making under uncertainty and change, and evaluation of ethical dilemmas. Relevant intermediate level functional concepts are also introduced. **Prerequisite: all eight Foundations courses and cumulative GPA of 2.500 or greater.**

88 Business Administration

355. Independent Study in Business

1-3 credits

With approval of the faculty, this course allows students to pursue independent research, analysis and writing on a business topic or issue of special interest. Students may propose a project idea or develop one with faculty. Requires a major business report and presentation.

390. Internship in Business

3-9 credits

Selected students will earn credits for completing an internship program with a business firm. Students will prepare regular reports describing their duties and experiences. Upon completion of the internship program, interns will submit a major paper addressing the various activities and projects in which they participated, as well as an analysis of the company's operations. The interns will also present their experiences to faculty members. **Prerequisite: Cumulative GPA of 3.000 or higher and departmental approval.**

421. Special Topics in Business

3 credits

Offered as needed, this course allows the business faculty to cover special topics of interest or to address developing issues in business and industry. Faculty may periodically initiate the course, but students should feel free to suggest topic ideas, too.

451. Business Policy and Strategy

3 credits

This course is designed to give students practice in policy making thereby enhancing their ability to identify, analyze, interpret and evaluate business policies, especially those of large corporations. Through the study of actual business situations, the student will learn to diagnose a company's policy decisions. Cases are selected from a variety of industries to emphasize the universality of management problems and to give the student a facility for solving problems wherever they may develop. An attempt will be made to focus previously gained knowledge of accounting, finance, management, marketing and economics upon such matters as organization, administration, procurement, production, sales, labor, financial and expansion policies. **Prerequisite: Senior standing and cumulative GPA of 2.500 or higher.**

FINANCE (FIN)

101. Personal/Family Finance

3 credits

This course provides students with the knowledge and tools necessary to make informed financial decisions. The course addresses the principles and practices of budgeting, cash and credit management, purchase decisions, insurance planning, investment management and retirement and estate planning. *No background in Accounting or Finance is required. Open to all students regardless of their major.*

201. Principles of Finance

3 credits

A fundamental course in finance. The course provides students with an overview of financial institutions and markets, investments and corporate finance. Students will learn about the importance of and role that financial markets play in the economy; the Federal Reserve System; risk and return; stocks bonds and mutual funds and fundamental corporate finance concepts. The course addresses current economic, financial and investment issues and features spreadsheet modeling.

211. Investments**3 credits**

This course provides students with the knowledge and tools necessary to make sound investment decisions. Students will learn about the securities markets and how they function; how to place trades; how to establish investment objectives and policies; the characteristics and risks of various investment securities, including common stocks, preferred stocks, fixed income securities, money-market instruments and mutual funds and their roles in an investment portfolio; and how to construct and manage an investment portfolio. The course emphasizes the fundamental analysis of common stocks, which focuses on analyzing and understanding businesses and the factors that contribute to their growth, profitability, financial condition and competitive position. The course features spreadsheet modeling.

311. Corporate Financial Management**3 credits**

This course examines issues and policies pertaining to the financial management of the corporation, including working capital management, capital structure and capital budgeting. The course also addresses current issues in corporate finance. The course features spreadsheet modeling.

312. International Finance (ECN 312, POL 312)**3 credits**

An introduction to international trade and international financial markets. The trade component covers comparative advantage, tariffs, and the benefits and costs of increasingly open global trade. The markets component covers topics on balance of payments, foreign currency markets, hedging with forwards, futures and options, and special considerations for businesses conducting international trade.

411. Financial Statement Analysis**3 credits**

This course focuses on analysis and interpretation of corporate financial statements, including the balance sheet, income statement and statement of cash flows. Students will analyze their financial statements to assess a corporation's financial strength, profitability and cash flow. Various accounting concepts, including revenue and expense recognition, asset valuation, accounting for liabilities, debt and equity financing and off-balance sheet items, among others, are addressed. The course features case studies and spreadsheet modeling.

421. Special Topics in Finance**3 credits**

Offered as needed, this course allows the business faculty to cover special topics of interest or to address developing issues in finance. Faculty may periodically initiate the course, but students should feel free to suggest topic ideas, too.

MANAGEMENT (MGT)**101. Principles of Management****3 credits**

The purpose of this course is to present a carefully organized system of concepts by which the basic meaning and the universal principles of management can be grasped. This course is limited to a treatment of that body of fundamental principles which underlies all management regardless of type or size of business. A study of the structure of industry in the U.S., the objectives and means of a business enterprise, the functions of business, the environment of a business, the purpose and methods of management, administrative decision making and functions of management.

90 Business Administration

211. Human Resource Management

3 credits

This is an introductory course for learning the skills needed to effectively manage people in an organization. Human resources are one of the largest assets of an organization and can lead to a competitive advantage, if managed properly and in conjunction with the overall strategy and mission of the organization. In Human Resource Management, students are exposed to such skills.

212. Entrepreneurship

3 credits

This course is aimed at the student interested in starting and operating his or her own small business. It will emphasize those problem areas axiomatic of small enterprises rather than large corporations. Materials, films and lectures from the Small Business Administration will be used extensively. **Prerequisite: ACC 101, MGT 101, MKT 102.**

311. Operations Management

3 credits

A study of the fundamentals of the functional areas in production/operations. The study includes the decision making process as related to product planning, demand, forecasting, production/inventory, quality control and improvement, and productivity. The essentials of qualitative analysis will be employed to facilitate decision making. **Prerequisite: ECN 210.**

312. International Business

3 credits

A study of comparative management and marketing practices from around the world. The student examines management and marketing policies, practices and techniques in a multinational market. Topics include foreign exchange, formulation of national trade policies, the role of culture and strategies for entering foreign markets.

322. Human Resource Management Practicum

3 credits

This capstone course is developed for the purpose of affording the student hands-on training, while under the supervision of professionals. The student will work in the field and report weekly to the supervising professor. A major paper will be submitted analyzing the experience.

411. Organizational Behavior

3 credits

A course to study the impact of how groups and individuals respond to and act in organizations and how organizations manage their environments. Topics include motivation, leadership, decision making, effective work groups, power politics and conflict and organizational change. **Senior standing only.**

421. Special Topics in Management

3 credits

Offered as needed, this course allows the business faculty to cover special topics of interest or to address developing issues in management. Faculty may periodically initiate the course, but students should feel free to suggest topic ideas, too.

MARKETING (MKT)**102. Principles of Marketing****3 credits**

A study of the structure and process of marketing with emphasis upon the manner in which marketing distributes economic resources and stimulates demand. Consumer, industrial and government markets are analyzed and the resources of the economy are reviewed from the standpoint of the marketing problems they present. The organization of marketing is described with special attention devoted to channels of distribution and the various types of retailers and wholesalers. Descriptive cases and commodity analyses are used throughout the course.

211. Advertising and Promotion Management**3 credits**

One of the marketing mix elements is promotion or marketing communications. This course studies the effects of promotion or marketing communications upon sales and society from the managerial and behavioral perspectives. The course will examine management of the advertising, promotional planning and budgeting, media selection, assessment of advertising and promotion campaign, and environmental forces influencing the promotion management. **Prerequisite: MKT 102.**

311. Sales and Marketing Management**3 credits**

A study of the marketing problems of the firm approached from a management point of view. Emphasis is placed on the development of the student's ability to analyze marketing situations, identify problems, determine solutions, implement corrective action, and plan strategy. The student learns how the marketing management functions of merchandising, channel selection, determination of brand policy and price policy, sales promotion, advertising and personal selling integrate to produce an effective marketing program.

312. E-Business**3 credits**

The Internet is a communication, distribution, and exchange medium that is having a dramatic impact on marketing. This course is designed to cover the integral parts of marketing and the relation to e-commerce, e-business, e-collaboration, and e-strategy. The course will engage in e-commerce activities and will provide students with an opportunity to explore the challenges of starting and maintaining an e-commerce business.

411. Marketing Research**3 credits**

The use of scientific methods by business in gathering and utilizing marketing data in the efficient selling of merchandise. An analysis of selling, price and product problems that market research may assist in solving; research questionnaire building and methods of sampling; a survey of problems that a division of marketing is likely to face; analysis of markets through company records, published sources and original investigation.

Prerequisite: ECN 210 and MKT 102.

421. Special Topics in Marketing**3 credits**

Offered as needed, this course allows the business faculty to cover special topics of interest or to address developing issues in marketing. Faculty may periodically initiate the course, but students should feel free to suggest topic ideas, too.

92 Chemistry

CHEMISTRY

The courses offered by the Department of Chemistry are designed for the student to attain: 1) knowledge and understanding of the basic concepts of chemistry, basic instrumentation, and analytic and synthetic methods used in chemistry; 2) knowledge and use of safety procedures and respect for hazardous chemicals and their interaction with the environment; 3) skills in problem-solving, accessing and organizing information, and communicating as a science professional; and 4) an appreciation of the importance of the field of chemistry in today's society.

Since these objectives are all included to some degree in every course, majors in other areas of science, education, and nursing, as well as chemistry, will be adequately prepared in terms of the supportive knowledge and skills needed for their respective areas of study.

MAJOR IN CHEMISTRY (53 credits)

REQUIRED: 14 courses (49 credits)

CHM 121 & 122 General Chem I & II
CHM 233 & 234 Organic Chem I & II
CHM 246 Quantitative Analysis
GMP 121 Mechanics & Heat
GMP 122 Optics

CHM 367 & 368 Physical Chem I & II
CHM 440 Instr Methods of Analysis
CHM 455 Research in Chem
CHM 460 Seminar in Chem
MTH 125 Calculus I
MTH 126 Calculus II

ELECTIVES: Any 4 credits in Chemistry.

MINOR IN CHEMISTRY (18 credits)

REQUIRED: 2 courses (8 credits)

CHM 121 & 122 General Chem I & II

ELECTIVES: Any 10 credits in Chemistry except CHM 101, 255, and 455
(CHM 246 is strongly recommended).

Physical Science Teaching: The Chemistry major coupled with a minor in education will lead to a license to teach physical science (chemistry & physics) at the middle school and high school levels. This program of study coupled with Core 5 covers all six areas required by the state of Indiana (Structure of Atoms, Structure & Properties of Matter, Chemical Reactions, Motions of Forces, Laws of Thermodynamics, Interactions of Energy & Matter) for a license to teach Physical Science at the middle school, junior high and high school levels. A second license to teach Life Science can be obtained with a minor in biology or a second license in Earth/Space Science can be obtained with a minor in earth science.

The minimum requirements for a teaching license in Physical Science is a major and minor or group-major in the Natural Science Division plus an education minor with the following distribution of courses:

REQUIRED: 23 credits of Physical Science courses (fulfills a chemistry minor and may be accomplished with a biology, biology-chemistry) that must include:

CHM 121-122 Gen Chemistry GMP 121-122 Physics CHM 233 Organic Chem I

3-4 credits from:

CHM 234 Organic Chem II CHM 246 Quant Analysis CHM 367 Phys Chem I
CHM 379 Biochemistry GMP 233 Mineralogy Physics elective

COURSE DESCRIPTIONS

(Any course stated to be a prerequisite must be completed with a grade of C- or better.)

101. Introduction to General Chemistry 3 credits

This is an introduction to general chemistry and may serve as a preparation for students to take CHM 121. It covers topics in general chemistry including metric conversions, atomic structure, bonding, chemical and physical changes, gases, solutions, acids and bases. **Prerequisites: high school chemistry.**

121. General Chemistry I 4 credits

This course combines the basic concepts of chemistry with practical application of these concepts in the laboratory. It is intended to build upon a foundation of high school chemistry. **Prerequisite: high school chemistry.**

122. General Chemistry II 4 credits

This course is a continuation of Chemistry 121 or an equivalent. **Prerequisite: CHM 121.**

233. Organic Chemistry I 4 credits

A study of the structure, naming, properties, and reactions of aliphatic and aromatic hydrocarbons. The material presented in the lecture will be supplemented by application studies in the laboratory with representative compounds. **Prerequisite: CHM 122.**

234. Organic Chemistry II 4 credits

A study of the structure, naming, properties, and reactions of the functional groups of organic compounds. A study of these properties and reactions will be directed in the laboratory where spectroscopic methods will also be introduced. **Prereq: CHM 233.**

246. Quantitative Analysis 4 credits

A study of the theoretical principles upon which analytical methods are based. Included are a survey of the field of analytical chemistry and a detailed investigation of the standard methods. Volumetric, gravimetric and electroanalytical experiments are carried out in the laboratory. **Prerequisite: CHM 122.**

255. Independent Study 3 credits

94 Chemistry

350. Inorganic Chemistry

2 credits

This course provides an introduction to the foundations of inorganic chemistry, including topics in Coordination Chemistry, Organometallic Chemistry and Bioinorganic Chemistry. Emphasis will be given to the understanding of topics including the 18-electron rule, ligands, geometric isomers, oxidative addition and reductive elimination reactions, and Ligand Field Theory. **Prerequisite: CHM 234.**

367. Physical Chemistry I

4 credits

A fundamental course based on the principles of physical chemistry. The role of energy in chemical reactions is treated both from the descriptive and the analytical viewpoints. **Prerequisites: CHM 246, MTH 126, and GMP 122.**

368. Physical Chemistry II

4 credits

A continuation of Chemistry 367. This course emphasizes atomic and molecular structure and reaction dynamics. **Prerequisite: CHM 367.**

379. Biochemistry (BIO 379)

4 credits

A study of the chemistry and properties of carbohydrates, amino acids, proteins, lipids, and nucleic acids as they relate to cellular metabolism and organelles. Examination of molecular structure and active sites of some model enzyme systems and a study of intermediary metabolism and its control mechanisms are included. **Prerequisite: BIO 111, 112 and CHM 233 (CHM 234 preferred).**

380. Introduction to Medicinal Chemistry

3 credits

This course is an introduction to the chemistry of medicinal substances. Emphasis is given to structural features of these substances and how they interact with body tissues. Coverage also includes dosage forms and drug metabolism. **Prerequisite: CHM 234.**

440. Instrumental Methods of Analysis

4 credits

A study of the principles of chemistry underlying the use of instruments in analysis and a survey of the field. The laboratory work consists of analyses carried out with representative instruments. **Prerequisite: CHM 246.**

455. Research in Chemistry

1-2 credits

This is an individual research project on some special problems in chemistry. The student makes a thorough search of the literature and carries out the experiments needed to reach a conclusion. Progress reports are made and discussed with the faculty director. Can be repeated. **Prerequisite: consent of instructor.**

458. Topics: Chemistry

1-3 credits

460. Seminar in Chemistry

1 credit

A seminar which focuses on chemical literature and careers in chemistry and related fields. Students will conduct literature research and present their results in writing and orally to the students and faculty of the department. Discussion topics include literature usage, writing in chemistry, professional ethics and research honesty, career exploration, job searching, resumes, and interviewing. Students may propose relevant topics for discussion. **Junior or senior standing required.**

COMMUNICATION

Students of communication examine how humans communicate to create communities, whether in face-to-face interactions, small groups, or large organizations, with peers, colleagues, or strangers, through formal and informal methods. The courses combine both theoretical background and practical applications. Students develop their abilities to articulate ideas, adapt appropriately to a variety of audiences, and critically assess the messages of others.

Being a responsible communicator is crucial for one’s personal interactions and part of being a contributing member of society. A communication minor is an excellent support for a variety of career choices, such as public relations, marketing, human relations, business administration, government, social services, education, community relations, journalism, and more, including advanced study in graduate or law school.

MINOR IN COMMUNICATION (18 credits)

REQUIRED: Two courses (6 credits)

- 110 Introduction to Communication
- 114 Public Speaking

Choose 12 credits from:

| | | |
|---------------------------|-------------------------|------------------------|
| THR 115 Intro to Theatre | 222 Group Discussion | 323 Argument & Debate |
| THR 116 Acting | 224 Interpersonal Comm | 342 Intercultural Comm |
| MC 117 Intro to Mass Comm | 232 Adv Public Spkg | 344 Organizatnl Comm |
| MC 118 Basic Audio Prod | 234 Oral Interp of Lit | 352 Public Relations |
| MC 119 Basic Video Prod | 243 Persuasion | 353 Rhetorical Theory |
| MC 354 Political Comm | 260, 360 Topics in Comm | 490 Internship in Comm |

Note: No more than 3 of the 12 credits may be from THR115-116, MC117-118-119

COURSE DESCRIPTIONS

110. Introduction to Communication

3 credits

This course will introduce the student to all facets of study within the communication discipline. Specifically, this course will survey various types of communication including intrapersonal, interpersonal, nonverbal, small group, intercultural, and cross-cultural communication, rhetoric, public speaking, mass communication, computer-mediated communication, and specialized areas such as health, family, and business communication.

114. Public Speaking

3 credits

A study of the types and modes of public address. Practice in speech preparation and presentation. The student delivers between five and eight speeches during the semester.

222. Group Discussion

3 credits

The content and methodology of participation and leadership in group problem-solving activities. **Prerequisite: Core 1.**

96 Communication

224. Interpersonal Communication

3 credits

The study of communication as a method and process of exchanging meaning on both the interpersonal and intrapersonal levels of information; the analysis and application of structured and unstructured systems of communications. **Prerequisite: Core 1.**

232. Advanced Public Speaking

3 credits

Application in composition and delivery of the principles underlying all forms of speech. Practice in speaking on subjects of current interest and the student's choice. **Prerequisite: Core 2.**

234. Oral Interpretation of Literature

3 credits

The development of the student's abilities in reading aloud through exercises in the analysis and communication of the logical content of the printed page. Special attention will be given to a study of literature, prose and poetry, as they affect the understanding and the performance of the oral interpreter. **Prerequisite: Core 2.**

243. Persuasion

3 credits

Critical evaluation of the major principles and techniques of persuasion as they relate to public address and informal discussion. **Prerequisite: Core 2.**

255. Independent Study

1-3 credits

260. Topics in Communication

3 credits

This course is flexible in content with its focus determined by student and faculty interest, current trends, and departmental needs. Examples of possible topics include religious communication, film criticism, theatre history, etc.

323. Argumentation and Debate (POL 323)

3 credits

The study of argumentation techniques used in formal and content debating, preparation of the brief, strategy, use of evidence, affirmative and negative structure on current and national issues. **Prerequisite: Core 4.**

342. Intercultural Communication

3 credits

This course is based on the idea that a culture's communication reflects the beliefs, attitudes and values of that culture. The reverse is also true, that the communication influences the culture. "Culture" is defined broadly to include nationality, ethnic background, gender, age, and other groups. The course focuses on the communication between two or more people of different cultures, examining verbal and nonverbal codes, world view, belief-attitude-value structures, and perceived intention of the communicators. **Prerequisite: Core 4.**

344. Organizational Communication**3 credits**

An overview of the process of communication within organizations. Specifically, attention will be given to the functional and cultural perspectives of organizational communication. Course content includes a discussion of informational flow, vertical and horizontal communication, linking pins, communication climate, systems theory, storytelling, and communication audits. Emphasis is placed on understanding the theoretical principles and applying them to common organizational situations.

Prerequisite: Core 2.

352. Public Relations**3 credits**

This is an introductory course designed to provide an overview of the theoretical and practical foundations of public relations. Included is a discussion of organizational attitudes, public opinion, research, persuasive strategies, and image formation. In addition, students are exposed to the concepts of campaign construction, audience selection, media placement, and evaluation. A final project requires a synthesis of ideas into a comprehensive public relations campaign.

353. Survey of Rhetorical Theory**3 credits**

This course is a broad survey of rhetorical theory from the early Sophists to modern rhetoricians. Rhetorical theory will be examined and how it has been conceptualized and practiced throughout recorded time. **Prerequisite:** Core 4 and COM 110.

360. Topics in Communication**3 credits****490. Internship in Communication****3-9 credits**

Available to qualified students. Participants will work in College-approved off-campus internship programs at radio stations, television studios, newspapers, theatres, etc.

Prerequisite: Core 4 and consent of instructor.



Members of the SJC Community marching through the streets of Rensselaer to celebrate Martin Luther King, Jr. Day.

98 Computer Science
COMPUTER SCIENCE

The discipline of computer science involves the study of algorithmic processes that describe and transform information, encompassing theory, analysis, design, efficiency, implementation, and application. The principle subject areas in computer science include algorithms and data structures, architecture, artificial intelligence and robotics, database and information retrieval, human-computer communication, numerical and symbolic computation, operating systems, programming languages, and software methodology and engineering.

The Department offers two major concentrations (Computer Science and Information Systems), two group majors (Mathematics/Computer Science, Management Information Systems), one Associate Degree (Business/Computer Science), and a minor in Computer Science. The programs are designed and regularly updated to develop the student's creative yet disciplined problem-solving abilities, to expose the student to current developments in the rapidly evolving field of computer science, and to develop understanding of the social and professional context of the field.

MAJOR IN COMPUTER SCIENCE (45 credits)

REQUIRED: 11 courses (33 credits)

| | |
|------------------------------------|------------------------------|
| CMP 111 & 112 Computer Science | CMP 336 Org of Prog Lang |
| CMP 221 Data Structures | CMP 344 Design & Analysis |
| CMP 222 Computer Architecture | CMP 343 Software Engineering |
| CMP 333 Operating Systems | MTH 122 Discrete Mathematics |
| CMP 334 Computer Comm & Networking | MTH 125 Calculus I |

ELECTIVES: Any 9 credits in CMP from 110 and above and 3 additional credits from MTH 126 and above.

CONCENTRATION IN INFORMATION SYSTEMS (45 credits)

REQUIRED: 11 courses (33 credits)

| | |
|--------------------------------|--------------------------------|
| CMP 111 & 112 Computer Science | CMP 334 Comp Comm & Networking |
| CMP 221 Data Structures | CMP 340 Information Systems |
| CMP 222 Computer Architecture | CMP 341 Database Concepts |
| CMP 231 Apps Programming | CMP 343 Software Engineering |
| CMP 333 Operating Systems | MTH 122 Discrete Mathematics |

ELECTIVES: Any 6 credits in Math & 6 credits in Computer Science from CMP 110 and above (MTH 125 recommended).

NOTES: Students majoring in Computer Science and Information Systems are required to complete a project in Software Engineering. This project must be presented to the Computer Science faculty and accepted by the faculty prior to graduation.

The requirements for group majors in Management Information Systems and Mathematics-Computer Science are found under Business Administration and Mathematics respectively.

CMP 001 through 004 do not count toward a major, minor or group major in Computer Science.

In order to take a course with listed prerequisites, the student must have received a grade of C- or higher, or obtained the consent of the department.

ASSOCIATE OF SCIENCE DEGREE IN BUSINESS-COMPUTER SCIENCE (60 credits)

REQUIRED: 57 credits

CORE 1, 2, 3, 4

CMP 111 & 112 Computer Science I & II

CMP 222 Computer Architecture

CMP 221 Data Structures

CMP 231 Applications Programming

CMP 343 Software Engineering

MGT 101 Prin of Management

MKT 102 Prin of Marketing

ECN 120 Prin: Markets and Prices **OR**

ECN 210 Stats for Business & Econ

ACC 101 & 102 Fin/Managerial Acct

MINOR IN COMPUTER SCIENCE (18 credits)

REQUIRED: 3 courses (9 credits)

111 & 112 Computer Science I & II

221 Data Structures

Choose: Any 3 courses (9 credits) from Computer Science from CMP 110 and above.

COURSE DESCRIPTIONS

001. Introduction to Computers

1 credit

This course provides an introduction to computer concepts and terminology as well as a brief overview of computer networks. Basic commands for DOS, Windows, and UNIX operating systems will be covered.

002. Introduction to Spreadsheet and Business Graphics

1 credit

This course will cover fundamental concepts in spreadsheet applications and business graphics. **Prerequisite: CMP 001 or consent of instructor.**

004. Introduction to Database Management and Data Communication

1 credit

This course will cover database management concepts for the end user, including topics in communication in a distributed environment. A database management system will be the primary software package. Data communication for the end user in a networked environment will be examined. **Prerequisite: CMP 001 or consent of instructor.**

110. Overview of Computer Science

1 credit

This course is designed to give the student a broad overview of the rich and diverse field of computer science. The following topics that may be covered in this class are: historical overview, programming, networks and communications, artificial intelligence and robotics, computer hardware, parallel processing, information systems, ergonomics, windowing environments, ethical issues, impact of computers on society, and careers within the discipline.

100 Computer Science

111. Computer Science I

3 credits

This is an introduction to programming using one of the latest programming languages. Emphasis is placed on the development of programming skills: problem solving techniques, top down design methodology, structured programming, and testing and debugging of programs. Topics include computer system structure, the syntax of the language being studied, control structures, data types, procedures, functions, parameters, scope, arrays, strings, and records. Includes a weekly laboratory.

112. Computer Science II

3 credits

This course builds upon CMP 111, refining programming skills in the area of design, development, testing, and debugging. Covered topics include the implementation of simple searching, sorting, and merging files, pointers and records, classes, simple data structures, and recursion. Emphasis will be on larger scale programming projects. Includes a weekly laboratory. **Prerequisite: CMP 111.**

221. Data Structures

3 credits

This course covers data structures and algorithms. Topics covered include data structures, data abstraction and object-oriented design, and algorithm analysis. The design and implementation of lists, stacks, queues, trees, and graphs as well as searching, sorting, and merging algorithms are covered. Issues in memory and storage management are investigated. **Prerequisite: CMP 112.**

222. Computer Architecture

3 credits

This course is intended to introduce students to topics at the hardware and assembly language levels. Topics include data representation, microprocessor design, simple digital circuits, busses and memory. The students will also be exposed to topics in assembly language such as addressing modes, microprocessor instruction sets, interrupts, and operation codes. **Prerequisite: CMP 112.**

226. Advanced Computer Applications

3 credits

This course provides the student with the opportunity to apply computer software packages to appropriate projects. Software packages may include spreadsheets, graphics, database management, desktop publishing, communications and project management. The emphasis will be on applying the software packages to the management of information and problem solving in business. **Prerequisite: CMP 001, 002, 004 or CMP 111 or consent of instructor.**

231. Applications Programming

3 credits

This course presents principles of business information systems programming. Emphasis on file-handling, including sequential and random access files, and database programming. **Prerequisite: CMP 112.**

237. Selected Computer Language

1-3 credits

A computer language is studied in this course. A focus is on developing applications which make use of the paradigms supported by the language. **Prerequisite: CMP 111 and sophomore standing or consent of instructor.**

249. Computer Graphics 3 credits

Interactive computer graphics techniques, graphics primitives, transformations, segments, windowing, clipping, three-dimensional graphics. **Prerequisites: CMP 112 and MTH 125.**

255. Independent Study 1-3 credits

All proposals for independent study which are intended to count towards a major or minor in Computer Science must be approved by the instructor who must be a member of the Computer Science Department. In addition, the results of the study must be presented to the Computer Science Department. **Prerequisite: consent of instructor.**

333. Operating Systems 3 credits

This course examines the design and implementation of computer operating systems, which are the programs that act as resource managers in computer systems. Topics include fundamentals of processes and timesharing, primary and secondary storage management, input/output processing and user-machine interfacing.

Prerequisite: CMP 221.

334. Computer Communications and Networking 3 credits

This course will examine principles and practices used to effect communications between computers, hardware devices, and other computers. Included will be examination of ports, communications servers, serial, parallel, local area and wide-area networks, Ethernet, and the TCP/IP protocol. **Prerequisite: CMP 333.**

336. Organization of Programming Languages 3 credits

This is an applied course in programming language constructs emphasizing the run-time behavior of programs. Topics include data types and structures, control structures and data flow, subroutines, recursion, dynamic storage allocation, and formal language concepts. **Prerequisite: CMP 221.**

340. Information Systems 3 credits

This course provides background by defining and explaining technical, behavioral, economical, and organizational concepts relevant to information needs for decision making. The student is introduced to financial, technical, and strategic-planning information systems. The design, planning, organizing, and controlling of user services, and the management of systems are key elements of the course. **Prerequisite: CMP 111 and Junior standing.**

341. Database Concepts 3 credits

This course introduces logical and physical data structures, database design, design objectives, commercial database management systems, and database administration. Relational and object models are introduced along with such concepts as query languages, data dictionaries, and distributed networks. **Prerequisite: CMP 221.**

343. Software Engineering 3 credits

This course presents a formal approach to state-of-the-art techniques in software design and development. An integral part of the course is the involvement of students working in teams in the organization, management, and development of a large software project. **Prerequisites: CMP 221.**

102 Computer Science

344. Design and Analysis of Computer Algorithms

3 credits

This course covers the theory, design, implementation, and analysis of algorithms in depth. Topics covered include: methods of algorithm analysis and verification; algorithmic strategies such as divide and conquer, dynamic programming, and backtracking; complexity classes; sorting, searching, and pattern matching; graph and tree processing; optimization algorithms; theory of computability and undecidability; and parallel and distributed algorithms. **Prerequisite: CMP 221.**

349. Topics in Computer Science

3 credits

This course investigates one or more current topics in the field of computer science. **Prerequisite: CMP 221 and Junior standing.**

390. Computer Science Internship

3-9 credits

Students who qualify may be placed with a company according to availability of internship positions and college regulations. Consult the department chair for requirements.

439. Numerical Analysis (MTH 439)

3 credits

This course develops algorithms involving iteration to approximate solutions to various kinds of problems. It studies finite differences, interpolating polynomials for numerical differentiation and integration, as well as the solution of equations and differential equations. The hand calculator and personal computer are the normal tools for this course. **Prerequisites: MTH 126 or consent of instructor.**



Students completing a science experiment.

CRIMINAL JUSTICE

The department of Sociology offers a major in criminal justice for those interested in pursuing careers in law enforcement, in prevention of crime, in rehabilitation of criminals and in criminal law. The program is essentially humanistic and based on the assumption that both individuals and institutions are responsible for their behavior. Two characteristics distinguish this approach: 1) it is scientific in studying phenomena; 2) it studies phenomena as human interaction.

Criminal Justice is an interdisciplinary field, so this program includes courses in a variety of disciplines: some designated as criminal justice, sociology, political science and psychology. This major is designed to prepare students for immediate employment or for continuing education on the graduate level. Employment as law enforcement officers, probation officers, practitioners in preventive or rehabilitative work, and the practice of law are careers that criminal justice majors might pursue.

MAJOR IN CRIMINAL JUSTICE (36 credits)

REQUIRED: 10 courses (30 credits)

| | |
|-----------------------------------|---------------------------------------|
| PSY 110 Intro Psychology | SOC 223 Research Methods |
| SOC 111 Intro Sociology | CJ/SOC 333 Corrections |
| CJ/SOC 113 Intro Criminal Justice | CJ/SOC 334 Law Enforcement in America |
| CJ/SOC 117 Juvenile Justice | CJ/SOC 446 Criminal Law |
| CJ/SOC 220 Criminology | SOC 447 Law and Society |

Choose 6 credits from:

| | |
|-----------------------------|--|
| SOC 227 Race and Ethnicity | BIO 218 Intro to Forensic Science |
| SOC 442 Urban Community | PSY 326 Theories of Counseling |
| SOC 302 Political Sociology | POL 404 Constitutional Law: Bill of Rights |
| CJ/SOC 332 Crime Prevention | |

MINOR IN CRIMINAL JUSTICE (18 credits)

REQUIRED: 4 courses (12 credits)

| | |
|-----------------------------|-----------------------------------|
| SOC 111 Intro to Sociology | CJ/SOC 113 Intro Criminal Justice |
| PSY 110 Intro to Psychology | CJ/SOC 220 Criminology |

Choose 3 credits:

| | |
|---------------------------------|-----------------------------|
| SOC 114 Social Problems | SOC 227 Race and Ethnicity |
| CJ/SOC 117 Juvenile Justice | SOC 302 Political Sociology |
| SOC/PSY 119 Marriage and Family | SOC 442 Urban Community |
| PSY 326 Theories of Counseling | |

Choose 3 credits from:

| | |
|-----------------------------|-----------------------------------|
| CJ/SOC 332 Crime Prevention | POL 404 Const Law: Bill of Rights |
| CJ/SOC 333 Corrections | CJ/SOC 446 Criminal Law |

104 Criminal Justice

COURSE DESCRIPTIONS

113. Introduction to Criminal Justice (SOC 113) 3 credits

This course offers students an overview of the entire field of criminal justice. Students are introduced to: elements of criminal law, profiles of offenders, profiles of victims of crime, the prevalence of crime, the enforcers of law, and the punishment of criminals. The course also includes information about the prevention of criminal activity.

117. Juvenile Justice (SOC 117) 3 credits

This course involves a study of the juvenile justice system. Areas of focus include: types of offenders, the extent of the juvenile delinquency problem, historical developments in the handling of juvenile offenders, and the current structure, objectives, responsibilities, and functions of the juvenile justice system. **Prerequisite: CJ/SOC 113.**

220. Criminology (SOC 220) 3 credits

Study of the factors that cause crime and criminal behavior, organization of criminal behavior, theories and practices of criminal control and rehabilitation. **Prerequisite: CJ/SOC 113.**

332. Crime Prevention (SOC 332) 3 credits

This course emphasizes the prevention of criminal activity. This includes strategies to help prevent oneself from becoming a victim, and to protect one's property. Students learn about a variety of crime prevention programs used by police from all over the country. Special emphasis will focus on identifying problems, stopping criminal activity, and preventing future criminal activity. **Prerequisite: CJ/SOC 220.**

333. Corrections (SOC 333) 3 credits

This course focuses on institutions of corrections, particularly jails and prisons. It will include the changing nature of institutions of incarceration, and current problems faced by wardens, guards, and inmates, and on the changing nature of the inmate population. Attention will also be given to alternatives to incarceration. **Prerequisite: CJ/SOC 220.**

334. Law Enforcement in America (SOC 334) 3 credits

This course surveys the nature, structure and current state of the profession of formal social control agencies in the United States. Students are exposed to the operation of law enforcement at the local, state, and federal levels, as well as specialized policing agencies such as private police, railroad police, airport police, and sea port police. A significant amount of time will be spent on current topics in policing, such as racially biased policing, police corruption and misconduct, public cooperation, public perception of police, police administration and police and news media.

446. Criminal Law (SOC 446) 3 credits

Criminal law is the body of law defining crimes. Cases and statutes describing the essential elements of substantial criminal law will be analyzed. Crimes prohibited by Acts of Congress and triable in federal court as well as those prohibited under state law and triable in state courts will be among the topics studied. **Juniors/Seniors Only.**

ECONOMICS

One of the most widely useful majors in the undergraduate curriculum, economics is a popular discipline for many who pursue professional positions in business, government and education. It provides students with the kinds of reasoning, problem-solving and communications skills demanded both by employers and by graduate schools (in law and business as well as in economics).

Our majors first concentrate on economics principles and then are challenged to apply those principles as they examine a wide range of issues. The program offers students two tracks. The first, an *economic specialist track*, is designed for students choosing a traditional economics major, preparing for jobs in industry, government, education, or considering graduate studies in law or economics. The second is a *business analyst track* that incorporates courses from the Business Administration and is designed for students aiming for positions in business and financial markets and considering the MBA degree.

All economics majors wrap up their studies with a seminar in which they apply their academic experience to real world economic problems facing individuals, firms or communities. This seminar work lets students exercise reasoning and analytical skills they have developed in the program, as well as demonstrate those skills to faculty and, where appropriate, industry professionals.

MAJOR IN ECONOMICS (36 credits)

REQUIRED: 6 courses (18 credits)

- 120 Principles: Markets and Prices
- 121 Principles: Money and Income
- 210 Statistics for Business and Economics
- 220 Intermediate Price Analysis
- 221 Intermediate Income Analysis
- 450 Seminar in Applied Economics

Choose one of the following two tracks:

Economic Specialist Track (18 credits)

Choose 6 credits from Theory and History:

- 335 Money and Banking
- 337 Great Ideas in Economics
- 435 Comparative Economic Systems

Choose 6 credits from Specialized Areas:

- 312 International Finance
- 436 Public Finance
- 437 Labor Economics

Choose 6 additional credits from within economics (this may include ECN 110 – The Economic Way of Thinking). MTH 126 – Calculus II may also count as a 3-credit elective. Students considering graduate studies in economics or business are encouraged to complete Calculus II.*

106 Economics

Business Analyst Track (18 credits)

Choose 9 credits from the following electives in economics:

- 335 Money and Banking
- 312 International Finance
- 435 Comparative Economic Systems
- 437 Labor Economics

Choose 9 credits from the following Business Administration courses:

- ACC 102 Introductory Managerial Accounting*
- FIN 211 Investments
- FIN 411 Financial Statement Analysis
- MGT 311 Operations Management
- MKT 411 Marketing Research

MINOR IN ECONOMICS (18 credits)

REQUIRED: 2 courses (6 credits)

- 120 Principles: Markets and Prices
- 121 Principles: Money and Income

ELECTIVES: Any additional 12 credits in economics.

**NOTE: ACC 102 – Introductory Managerial Accounting and MTH 126 – Calculus II both have prerequisites.*

COURSE DESCRIPTIONS

110. The Economic Way of Thinking

3 credits

An introduction to economics, this course explores a number of historical and current questions from the perspective of an economic way of thinking. The questions include: Why do some economies grow and others do not? Is America number one? Are wars good for economies? Why are frivolous diamonds more expensive than life-sustaining water? Why is parking a universal problem on college campuses?

120. Principles: Markets and Prices

3 credits

This principles of microeconomics course is an overview of the principles and problems associated with production, exchange and consumption of goods and services in market environments.

121. Principles: Money and Income

3 credits

This principles of macroeconomics course is an overview of the principles and problems associated with national income, employment, national economic growth, and international trade.

210. Statistics for Business and Economics

3 credits

An introduction to applied statistics for use in business and economic analysis. The course focuses on collection and organization of data; descriptive statistics; probability and decision-making; sampling, estimation and hypothesis testing; linear regression and correlation; and basic time series analysis.

220. Intermediate Price Analysis**3 credits**

An analytical study of the theory of price – of how price is determined in competitive and noncompetitive situations – and of how the theory holds up when used to examine business and economic problems. This includes a study of individual and firm behavior, of market structures, and of the analytical tools economists use to approach microeconomic issues. **Prerequisite: ECN 120.**

221. Intermediate Income Analysis**3 credits**

An analytical study of how national income is measured and determined. This includes a review of important historical and recent developments in fiscal and monetary policy schools of thought. It also emphasizes analysis of intended and unintended consequences of government policy. **Prerequisite: ECN 121.**

312. International Finance (FIN 312, POL 312)**3 credits**

An introduction to international trade and international financial markets. The trade component covers comparative advantage, tariffs, and the benefits and costs of increasingly open global trade. The markets component covers topics on balance of payments, foreign currency markets, hedging with forwards, futures and options, and special considerations for businesses conducting international trade.

335. Money and Banking**3 credits**

An introduction to the characteristics and tools of the US Federal Reserve System, its influence on financial markets, institutions and instruments, and its impact on prices and economic output.

337. Great Ideas in Economics**3 credits**

A survey of major economic thinkers and the ideas that shaped economic theory and policy.

435. Comparative Economic Systems**3 credits**

A comparison of the defining characteristics of capitalism and socialism, with the aim of better understanding the mixed economies of major industrialized and developing nations. The course includes a survey of important economies in Europe, Asia, and Latin America, as well as special attention to the debate over the efficiency of capitalist and socialist systems in promoting economic growth and in improving living standards.

436. Public Finance**3 credits**

A study of the principles and problems associated with government finance and its impact on individuals' and firms' incentives and behavior. This includes an analysis of government revenues and expenditures, and policies concerning government budgets, taxes, debt, subsidies, and transfer programs.

437. Labor Economics**3 credits**

A study of the markets and institutions that influence the distribution and utilization of human resources and the levels of wages, salaries and other methods of compensation. This includes a number of special factors, such as labor unions and collective bargaining, political trends, employment legislation, and education.

108 Economics

450. Seminar in Applied Economics

3 credits

The capstone course for economics majors, this seminar provides students with an opportunity to research and analyze economic problems facing individuals, firms or communities. The results of this work will be presented in a formal report and presentation to faculty and, when appropriate, to industry professionals. Economics majors will also use the seminar to complete their resumes and further investigate career opportunities. **Prerequisite: ECN 220 and 221 and approval of the economics faculty.**

452. Special Topics in Economics

3 credits

This course is offered as needed in order to cover special topics or issues not sufficiently covered in other courses. Faculty may periodically initiate the course, but students should feel free to suggest topic ideas, too.

455. Independent Study in Economics

1-3 credits

For students, as approved by faculty, who wish to pursue independent research, analysis and writing on a special topic or issue in economics. A major research paper, or economic analysis report, is required.

490. Internship in Economics

3-9 credits

Students are encouraged to obtain formal internships in economics, finance or business-related firms or organizations as an important step toward better understanding applications of economics principles and analysis. When appropriately structured, this work may earn academic credit during fall or winter semesters or during summer breaks. Internship credit will usually count toward overall graduation requirements as general electives or, when appropriate, as elective credits in the Economics Specialist track requirements. *All internship credit must be approved in advance by the economics faculty, and students must register for credit prior to beginning the internship.*



The Statue of Saint Joseph the Educator with Jesus.

EDUCATION

All education programs have been approved by the state of Indiana, the Indiana Professional Standards Board (IPSB) and the National Council for the Accreditation of Teacher Education (NCATE). The Education Department offers programs which lead to licensure in preschool, elementary, middle, and high school settings. Areas and requirements are listed below. Please consult the Teacher Education Program Handbook for complete information on requirements and policies. All candidates are required to pass state-mandated basic skills exams prior to formal entrance to the Teacher Education Program, and pass the specialty area exams prior to Student Teaching.

Licenses (Generalist level) available under the Elementary Education major:

- Early Childhood Generalist (preschool emphasis)
- Early Childhood Generalist (primary grades K-3)
- Early Childhood/Middle Childhood Generalist (grades K-6)
- Middle Childhood Generalist (intermediate grades 3-6)
- Early Adolescence Generalist (middle school/junior high)
- Language Arts, Mathematics, Social Studies, Science

Licenses (Specific Content) available under the Education minor:

- Early Adolescence/Young Adulthood (middle/junior high/high school)
- Language Arts
- Mathematics
- Science (Life Sciences, Physical Sciences, Earth/Space Sciences)
- Social Studies (Economics, Government, History, Psychology, Sociology)

All Level

- Fine Arts (Vocal & General Music, Instrumental & General Music, Theatre Arts)
- Health/Physical Education
- Visual Arts

MAJOR IN ELEMENTARY EDUCATION (68 credits)

(Generalist level licenses and Exceptional Needs)

REQUIRED: 16 courses (68 credits)

- | | |
|---|---------------------------------------|
| EDC 111 Human Devel & Except Needs | PE 224 First Aid |
| EDC 121 Literacy in Learning Environments | NUR 208 Comm/Family Health Theory |
| EDC 201 Math Content for Elem Teachers | ART 248 Elem Art Curr & Method |
| EDC 211 Interdisciplinary Inquiry | MUS 172 Music for Elem Teachers |
| EDC 221 Instructional Strategies | EDC 370 Science Methods |
| EDC 301 Comp Based Tchng Method | EDC 411 Student Teaching |
| EDC 302 Methods of Teaching Math | EDC 421 Reflection & Professional Dev |
| EDC 311 Measurement Theory & Asmt | EDC 422 Community of Teachers |
| EDC 322 Curriculum Theory | |

REQUIRED:

- 18-credit minor to be selected from a department outside education, excluding the Early Childhood minor under Psychology
- 2.750 cumulative GPA prior to official acceptance into the Teacher Education Program, prior to Student Teaching, and as a graduation requirement

110 Education

MINOR IN EDUCATION (30 credits)

(Specific Content licenses)

REQUIRED: 6 courses (30 credits)

EDC 111 Human Devel & Exceptional Needs

EDC 221 Instructnl Strategies

EDC 311 Measurement Theory & Assessment

EDC 322 Curriculum Theory

EDC 421 Reflection & Professional Development

EDC 411 Student Teaching

REQUIRED:

Major in a department other than education

2.750 cumulative GPA prior to official acceptance into Teacher Education Program,
prior to Student Teaching, and as a graduation requirement

COURSE DESCRIPTIONS

Each education course except Science Methods has a required developmental level discussion session and field experience component. Discussion section and field placement will depend on license or license combination sought.

Professional Field Experience will be a structured, intensive weekly experience in public and private school settings.

111. Human Development and Exceptional Needs

3-5 credits

Cognitive, physical, social, emotional, and moral development prenatal through adolescence with emphasis on major theorists and the relationship of human development to educational issues and practice. Introduction to working with diverse population, technology, and development of reading skills. Introductory emphasis on professional development and positive dispositions. Includes Professional Field Experience.

121. Literacy in Learning Environments

6 credits

Analysis and structure of lessons, classrooms, schools, communities, and technology on individual and group performance in diverse populations. Introduction to balanced reading theory and practice. Required planning and implementation of individual and group lessons focusing on reading instruction. Includes Professional Field Experience.

201. Math Content for Elementary Teachers

3 credits

This course is designed to give pre-service teachers a review of the basic math skills needed in teaching. An emphasis will be on understanding the mathematical concepts. Topics covered in this course include: number sense, fractions, decimals, percents, ratios, simple algebra, simple geometry, probability, statistics, and general problem-solving strategies. Students may be exempted from this course with a passing PRAXIS I math score and approval from the education department.

211. Interdisciplinary Inquiry**4 credits**

Analysis and application of the theory of multiple intelligence in various technological and communication modalities. Particular attention will center on populations of exceptional and diverse needs. Continued emphasis on professional development and positive dispositions. Students will plan, implement, and assess an interdisciplinary thematic unit plan including at least three communication modalities. Includes Professional Field Experience.

221. Instructional Strategies**4 credits**

Synthesis and implementation of various motivation and management techniques in diverse settings. Continued emphasis on professional development and positive dispositions. Pre-service teachers must show evidence of instructional technology use and at least two other instructional strategies. Pre-service teachers will also develop a management plan. Includes Professional Field Experience.

255. Independent Study**1-3 credits****291. Professional Laboratory Experience: Secondary****1 credit**

This is a field-based course of approximately 40 hours. Teacher candidates are placed at middle or high school setting. It is designed for students who transfer into the Teacher Education program. It can also be an option for those education minors needing additional field experience prior to student teaching. **Fee.**

301. Computer Based Teaching Methods**3 credits**

Desk work shall include the study of the use of the microcomputer for tutorials, drills, and simulations for use in the classroom. Research related to sources of instructional computing software will be done by the students working either individually or in teams. Students will work in teams to produce at least one CAI tutorial using "SuperLink" on the PC and/or "Hypercard" on the Macintosh computer. The LASER videodisk and CD ROM units controlled by these computing packages will be utilized in these activities. The student teams will write and run programs using recursive procedures with the Logo "turtle" as well as write and execute simple programs using arithmetic algorithms in Logo. The student teams will also have hands-on experience with the presentation package "PowerPoint"—using a digital camera where appropriate—and will use a spreadsheet to find numerical solutions to some algebraic exercises. This course does not count toward a major, group major, minor, or associate degree in Computer Science.

302. Methods of Teaching Mathematics**3 credits**

Students taking this course will use the Indiana State Standards as a primary resource as they continue to develop their mathematical skills and practice teaching math lessons appropriate for grades K-6. Emphasis will be on making math an exciting, interesting and fun subject for both the teacher and the student. **Prerequisite: EDC 301.**

112 Education

311. Measurement Theory and Assessment

4-6 credits

Development of individual and group curricula in conjunction with analysis of formative and summative assessment including authentic assessment, standardized testing, and special needs. Introduction to statistical methods in relation to educational settings. Increased emphasis on professional development and positive dispositions. Includes Professional Field Experience. Must show evidence of informal assessment, planning based on assessment, planning based on Individualized Education Plan (IEP), and assistance in state standardized testing.

322. Curriculum Theory

4-6 credits

Examination and implementation of theories of curriculum and assessment, course design, professional standards, and action research including technology, special needs, and reading. Increased emphasis on professional development and positive dispositions. Includes Professional Field Experience implementing curriculum theory and conducting action research.

370. Methods in Science for Elementary Teachers

2 credits

Techniques and methods of teaching elementary science to diverse students are developed. Curriculum development, laboratory methodology, individual and group assessment, computer-assisted instruction are emphasized.

411. Student Teaching

12 credits

The professional laboratory experiences are designed to give prospective candidates an opportunity to practice their knowledge, skills, and dispositions in actual school settings. Student Teaching is in one of seven local school corporations contiguous to the campus.

421. Reflections and Professional Development

3 credits

This seminar is a synthesis and assessment of student teaching, development of professional portfolio, and integration of theory, philosophy and practice. Special emphasis will be placed on demonstrating and improving professional practice.

422. Community of Teachers

3 credits

This course provides experienced seniors the opportunity to mentor and guide the professional development of undergraduates. Seniors will be actively involved assisting in working portfolio development and field performance assessment.

450. Transition to Teaching Internship

6 credits

This internship is the capstone experience for qualified students in the Transition to Teaching program. The Teacher Education Committee determines eligibility and entrance. The full-semester field experience takes place in one of seven local school corporations.

480. Mentor/Intern Certification Program

3 credits

This course is a state-approved mentor-training program for the development of quality support to beginning teachers. Emphasis will be placed on the objectives and essential elements in training mentors to understand best practices in Standards-based teaching, portfolio development and reflection. This course is taught on location in schools of the Diocese of Lafayette-in-Indiana is only open to licensed teachers.

ENGLISH

Majors in English literature include those who envision a career in teaching, either at the high school level or at the college level after graduate school; those who want to work in fields demanding skill in writing communication (advertising, public relations, law, journalism and other media). Equipped with strong analytical and communication skills, students of English are very well prepared for teaching, graduate work in the humanities, law, and business, and professional work in publishing, business, and media.

Majors in English-Creative Writing include those who wish seriously to pursue careers in creative writing, as well as those who intend to work in such fields as journalism or other media, and those who want writing to be a part of their lives.

Since only about two-thirds of college graduates, within ten years of graduation, are in fields related directly to their majors, it may be worthwhile to consider the study of English as one that can keep a person flexible enough intellectually to bend with the pressures of an uncertain future. No matter what line of work, there is always a need for people who can communicate.

Students are strongly encouraged to study another language, not only for the enrichment of one's own intellect, but for insights into the nature of language that an English major should be aware of within the depth of his or her professional life.

MAJOR IN ENGLISH-CREATIVE WRITING (36 credits)

REQUIRED: 5 courses (15 credits)

| | |
|----------------------------------|------------------------------------|
| ENG 221 Creative Writing-Fiction | ENG 230 Grammar & Expression |
| ENG 222 Creative Writing-Poetry | MC 117 Intro to Mass Communication |
| ENG 223 Creative Writing-Feature | |

Choose 6 credits from:

| | | |
|---------------------|----------------------|--------------------|
| 120 Intro to Poetry | 121 Intro to Fiction | 122 Intro to Drama |
|---------------------|----------------------|--------------------|

ELECTIVES: Any 15 credits from English numbered 320 and above.

MAJOR IN ENGLISH LITERATURE (36 credits)

REQUIRED: 1 course (3 credits)

420 Literary Criticism

Choose 6 credits from:

| | |
|-----------------------------------|--------------------------------------|
| 320 Medieval & Renaissance | 330 The Age of Ideology & Revolution |
| 321 Restoration & Eighteenth Cent | 331 The Gilded Age |
| 322 The Nineteenth Century | 332 The Modern Age |
| 323 The Twentieth Century | 333 Contemporaries |

Choose 6 credits from:

Choose 6 credits from:

| | | |
|---------------------|----------------------|--------------------|
| 120 Intro to Poetry | 121 Intro to Fiction | 122 Intro to Drama |
|---------------------|----------------------|--------------------|

ELECTIVES: Any 15 credits from English courses numbered 221 and above, but no more than 6 credits from Creative Writing (221, 222, 223, 224).

114 English

MAJOR IN ENGLISH LITERATURE with Education minor (36 credits)

REQUIRED: 230 Grammar and Expression 350 Shakespeare 420 Literary Criticism

Choose 6 credits from: 121 Intro to Poetry 122 Intro to Fiction 123 Intro to Drama

Choose 3 credits from: 332 Modern Age 333 Amer Lit-Contemporaries

Choose 3 credits from: American Literature 330-333

Choose 6 credits from: British Literature 320-323

Electives: Any 9 credits from courses numbered ENG 221 or higher (see advisor for list of recommended courses)

MINOR IN ENGLISH (18 credits)

Choose 6 credits from:

120 Intro to Poetry

121 Intro to Fiction

122 Intro to Drama

ELECTIVES: Any 12 credits from English, but no more than 6 credits from Creative Writing (221, 222, 223, 224).

COURSE DESCRIPTIONS

100. A Basic Course in Written Composition

3 credits

Classroom instruction will emphasize clarity, organization, thoroughness of development, as well as grammar, spelling and punctuation in writing many short papers.

120. An Introduction to Poetry

3 credits

Extensive analytical reading of wide variety of poetic forms to promote appreciation of diction, motifs, metrics, forms, types, and structures, and also to learn the pertinent nomenclature.

121. An Introduction to Fiction

3 credits

A study of such narrative techniques as plot development, characterization and point-of-view in fiction and related narrative modes. The course deals largely with the short story and is modern in its emphasis.

122. An Introduction to Drama

3 credits

A course in such essentials of dramatic literature as plot, character, diction, and theme. This course traces the development of Western civilization's drama including movements of modern drama such as realism, naturalism, expressionism.

221. Creative Writing-Fiction

3 credits

A creative writing workshop in which students will write in a variety of fictional forms, critique each other's work, and read and discuss representative works by contemporary writers.

222. Creative Writing-Poetry

3 credits

A writing course in which the students will learn to recognize and employ a wide variety of poetic forms and techniques. Students will be required to read, analyze, and write a variety of poems.

223. Creative Writing-Feature Writing (JRN 223)**3 credits**

A writing course in which students read and write a variety of newspaper and magazine feature articles. Students will learn how to select markets for free-lance feature articles and how to prepare manuscripts for submission to prospective publishers.

224. Creative Writing-Nonfiction**3 credits**

The art and craft of creative (or literary) nonfiction in the memoir, the personal essay, literary journalism, biography and history, and writing about the writer's craft will be emphasized. In a workshop environment student work will be shared and critiqued. Works in the genres under discussion will also be read and critiqued.

230. Grammar and Expression**3 credits**

A study of the nature of language that underlies the range of stylistic choices of expression in a variety of literary genres. Students will be expected to recognize basic sentence structures and the transformation of basic structures designed to achieve rhetorically and stylistically more effective writing. Students will be required to analyze as well as to write a variety of kinds of prose.

233. Composition Theory**3 credits**

A course studying traditional and current theories about writing and rhetoric with a particular emphasis on the teaching on writing.

232. Research and Expository Writing**3 credits**

This course will be devoted to practice in various kinds of academic writing and forms of argumentation. Students will be given instruction in locating, using, and evaluating research material.

320-323. Periods of British Literature**3 credits each**

These period courses emphasize the major historical and literary movements of the time. At least one period course will be offered each year. The periods are:

- 320. **Medieval and Renaissance.** Readings in works from the Anglo-Saxon period through the Renaissance. Included for consideration are such works as *Beowulf* and *The Canterbury Tales* as well as the writings of Spenser, Shakespeare, Jonson, and Milton.
- 321. **Restoration and Eighteenth Century.** A course studying English literature and culture from 1660 to the early 1800s. Readings from writers such as Behn, Dryden, Swift, Johnson and Edgeworth.
- 322. **Nineteenth Century.** Readings from major authors of the Romantic and Victorian periods of English literature, including Wordsworth, Shelley, Keats, Austen, Tennyson, Hopkins, Bronte, Dickens, and Hardy.
- 323. **The Twentieth Century.** Readings of English, Irish, Anglophone writers of the last century. Included for consideration are poetry from Hardy to Heaney, drama from Shaw to Friel, and fiction from Joyce to Woolf to Rushdie.

330-333. American Literature**3 credits each**

A four-semester survey of major writers in America. The four semesters are grouped in the following chronological sequence:

- 330. **The Age of Ideology and Revolution to 1850.** Readings of the major writers in America from Bradford to Melville. Included for study are such writers as Franklin, Irving, Hawthorne, Emerson and Thoreau.
- 331. **The Gilded Age, 1850-1920.** Readings of the major writers in America from Whitman to Dreiser. Included for study are such writers as Dickinson, Twain, James, Crane, Chopin and DuBois.
- 332. **The Modern Age, 1920-1950.** Readings of the major writers in America from Robinson to Wright. Included for study are such writers as Fitzgerald, Hemingway, Porter, Williams, Cummings, Hughes, Dos Passos and Faulkner.
- 333. **Contemporaries, 1950 to present.** Readings of the major writers in America today. Included for study are such writers as McCarthy, Morrison, Carver, Tyler, and poets who seem to be particularly influential at the time the course is offered.

339. Scriptwriting (JRN 339)**3 credits**

Non-performing course focusing on writing scripts for radio, television, and film. Students will develop materials for directors, actors, announcers and technicians. Comedy, drama, commercial announcements and film scripts will be covered. Opportunity for self-expression in final project.

340. The Novel**3 credits**

A study of the novel as a major literary form which cuts through national boundaries. The course will include novelists of the professor's choice such as Austen, Flaubert, Dostoyevsky, Joyce, Waugh and Kundera.

342. Children and Young Adult Literature**3 credits**

A critical overview of literature for children and young adults. Picture books, folk and fairy tales, and chapter books for middle and high school students will be considered. A question that drives the course is, "What criteria should be used to determine what is good literature for children and young adults?" Discussion will focus on the role that literature plays in the lives of children and young adults as well as upon the literature itself. Attention will not be given to how these books should be covered in the elementary, middle, or high school classroom.

350. Shakespeare**3 credits**

Reading in the Shakespearean corpus of tragedies and comedies. The sonnets are also included in the course, which emphasizes written critiques of the drama and poetry.

358. Major Writers**3 credits**

A course of study in the major works of a significant world writer or groups of writers. In the past writers such as Chaucer, Milton, Dickens, O'Neill, Frost, Eliot, Mann, and Hardy have been given special study.

359. Special Studies in Literature**3 credits**

A course of study in a major literary topic. Some of the courses offered in the past have included Existentialism, Modern Poetry, The Russian Novel, Mythology in Literature, American Drama, African-American Literature, the Harlem Renaissance, American Radicalism, Philosophy and Tragedy, and Post-Colonial Literature.

390. Internship**3-9 credits**

Available to qualified students with department approval and a minimum GPA of 3.000. Participants will work in College-approved off-campus internship programs in publishing or editorial fields.

420. Literary Criticism**3 credits**

A study of the nature, basic values, and techniques of literature as theorized by various critics from Plato to Derrida. Insight into principles, criteria, and method is deepened through selected readings.

425. History of the English Language**3 credits**

A study of the historical patterns necessary for understanding the English language in its growth and development from Old English through Middle English, phonetics and linguistic change in meaning and the value of words, and into usage in Modern English are emphasized.

455. Independent Study**1-3 credits**

*Members of the SJC football team
performing at a home game.*

118 Foreign Languages

FOREIGN LANGUAGES

Foreign language courses are designed to fulfill these general aims: 1) to provide the student with a basic knowledge of modern language; 2) to offer through the study of language an insight into and an appreciation of the literature and culture of other people. The study of foreign language provides the student with the basic skills in a language—namely, the ability to read, write and speak modern languages in preparation for entrance into graduate school or the teaching profession.

MINOR IN FRENCH, GERMAN, SPANISH (18 credits)

ELECTIVES: Any 18 credits from one language. (Six credits of introductory level may be waived based on high school background. Twelve credits must be above 111 & 112.)

COURSE DESCRIPTIONS

FOREIGN LANGUAGES

111-112. Foreign Languages

1-3 credits

The languages taught in these introductory courses are determined by instructor interest and expertise.

221-222. Foreign Languages

1-3 credits

The languages taught in these intermediate courses are determined by instructor interest and expertise. **Prerequisite:** FL 111/112 in the same language as the intermediate course.

FRENCH

111-112. Elementary French

6 credits

This introductory course insists on pronunciation, vocabulary building, free conversation, and structural analysis. Development in speaking, writing, and reading is encouraged by emphasis on aural comprehension and free conversation. Dialogue between students is carried on in class.

221-222. Intermediate French

6 credits

The thorough presentation of grammar is aimed at increasing the student's ability to understand and speak French. Modern prose readings from select literary works are done, with discussion in French. Application of grammatical usage is made in classroom dialogues. Training in oral and written expression is intensive. **Prerequisite:** FRN 111, 112.

249. French Civilization

3 credits

This course deals with French religion, philosophy, history, literature, art, and music. Knowledge of the French language is required. **Prerequisite:** FRN 222.

331-332. Advanced Composition and Conversation

6 credits

Correct, idiomatic and effective writing and speaking in French. Written and oral communication pertinent to commercial situations will be emphasized. The class is conducted primarily in French. **Prerequisite:** FRN 222 or equivalent.

335. French Literature I **3 credits**

A survey of seventeenth and eighteenth century French literature, to be read in French.

Prerequisite: FRN 222 or equivalent.

336. French Literature II **3 credits**

A survey of nineteenth and 20th century French literature, to be read in French.

Prerequisite: FRN 222 or equivalent.

455. Independent Study **1-3 credits**

GERMAN

111-112. Introductory German **6 credits**

Exercises in pronunciation, essentials of grammar, and functional vocabulary. Intensive reading from graded texts.

221-222. Intermediate German **6 credits**

Review of grammar. Practice in reading and writing. Required selections from modern works in the narrative, dramatic, and scientific styles. **Prerequisite:** GER 112/221.

226. Scientific German **3 credits**

An intensive reading for students majoring in science. This course may be substituted for German 222.

331. Advanced Composition **3 credits**

Correct, idiomatic and effective writing in German. Translations are assigned, as well as topics for individual creative writing. **Prerequisite:** GER 222.

332. Advanced Conversation **3 credits**

Systematic and intensive German oral practice. Topics are assigned for individual presentation and group discussion. The class is conducted in German and audiovisual aids are used to perfect pronunciation. **Prerequisite:** GER 222.

333. German Civilization **3 credits**

A survey of the history and culture of the German speaking countries in Europe from the beginnings to the present. **Prerequisite:** GER 222.

334. German Literature **3 credits**

A survey of German literature with selections from classical and contemporary German literature to be read in German. **Prerequisite:** GER 222.

455. Independent Study **1-3 credits**

SPANISH

111-112. Introductory Spanish

6 credits

Drill in the basic grammatical rules. Simultaneous development of the four ends of language study: reading, aural comprehension, writing and speaking.

221-222. Intermediate Spanish

6 credits

Review of basic grammatical forms, plus advanced grammar and idiomatic usage. Reading of selected texts and written reports are required. **Prerequisite:** SPN 112/221.

231. Spanish and Spanish-American Civilization and Culture

3 credits

Readings and discussions of the history, civilizations, and art of the various Spanish-speaking countries of the world. Must be proficient in reading, writing, and speaking Spanish. **Prerequisite:** SPN 222.

232. Advanced Composition and Conversation

3 credits

A major concentration in the practical application of business while reinforcing spoken and written expression of Spanish. **Prerequisite:** SPN 222.

335-336. Spanish Literature

6 credits

Survey of Spanish literature from its beginnings to modern times. Selected readings from the most important authors. Written and oral reports are required.

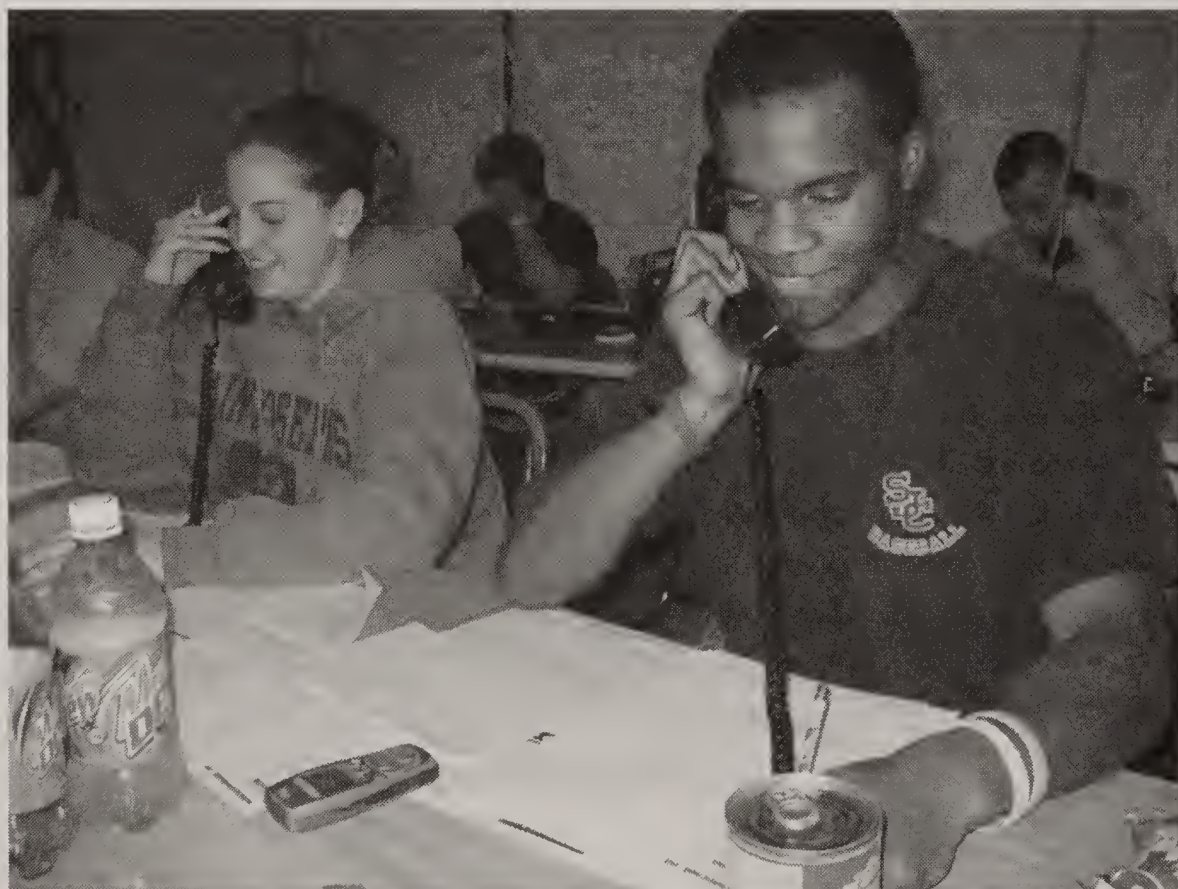
341-342. Spanish-American Literature

6 credits

A survey of Spanish-American literature with emphasis on the 19th and 20th centuries. Selected readings from representative authors from various countries.

355. Independent Study

1-3 credits



Volunteers staffing the phones at SJC's annual Phonathon.

GEOLOGY, METEOROLOGY & PHYSICS

The Department of Geology, Meteorology & Physics offers a minor in Earth Science, and supports other major programs within the Division of Natural Sciences.

Geology and Meteorology courses are designed to introduce students to the array of the earth's natural phenomena and broaden their appreciation and understanding of these environmental systems. Geology and Meteorology course offerings also serve as a foundation to students pursuing an Earth/Space Science teaching license.

Physics courses are designed to help students attain an understanding and appreciation of the fundamental laws of nature; gain competence in the use of physics as a tool in the natural sciences; and prepare for work in graduate and professional schools, or secondary teaching.

MINOR IN EARTH SCIENCE (18 credits)

REQUIRED: 2 courses (6 credits)

111 Environmental Geology

126 Intro. Atmosphere, Climate & Weather

ELECTIVES: minimum 12 credits in GMP

Optional Geology concentration: GMP 233 required; choose remaining electives from GMP 112, 132, 239, 335, 342, 348, special topics, or independent study.

Optional Meteorology concentration: choose electives from GMP 121, 222, 224, 326, 342, 348, special topics, or independent study.

Earth/Space Science Teaching: A minor in Earth Science, coupled with a minor in Education, can lead to a double license to teach Earth/Space Science at the middle school, junior high and high school levels. This program of study, coupled with Core 5, covers all four areas (Energy in the Earth System, Geochemical Cycles, Origin and Evolution of the Earth System, Origin and Evolution of the Earth) required by the state of Indiana for a license to teach Earth/Space Science.

The minimum requirements for a teaching license in Earth/Space Science is a major and minor, or a group major, in the Natural Sciences Division, plus an education minor, with the following distribution of courses:

REQUIRED: 21 credits of GMP courses that must include GMP 111, GMP 112, and GMP 233; 6 credits from GMP 126, 326, 342, 348, or GMP 222 or 224; and 6 credits from GMP 125, 239, 335, or GMP 132.

COURSE DESCRIPTIONS**111. Environmental Geology****3 credits**

This course is a survey of physical geology from the perspective of human interaction with the environment. Topics covered in the two credits of weekly lectures include: Plate Tectonics, volcanoes, earthquakes, mountain building, the rock cycle, weathering and erosion, mass wasting, stream landscapes and flooding, wind processes, shoreline erosion and deposition. The weekly laboratory includes the study of typical rocks and minerals, topographic maps and survey systems, and an introduction to aerial photographic interpretation.

122 Geology, Meteorology & Physics

112. Historical Geology

3 credits

A study of the geochronology through the following topics: earth history recorded in the rocks, the constant change of living things, the scale of time, the Precambrian, Paleozoic, Mesozoic, Cenozoic world, fossils, geologic maps and charts. **Prerequisite: GMP 111.**

121. General Physics I: Mechanics and Heat

4 credits

This course is an introduction to classical physics. It covers Kinematics: force, motion, energy, momentum and rotational motion. It also treats fluids, heat, and sound. Lab fee. **Prerequisite: MTH 125.**

122. General Physics II: Optics, Electricity and Atomic Structure

4 credits

This course is a sequel to Physics 121. It studies electricity and magnetism, light and optics, and it briefly sketches some selected topics in Modern Physics. Lab fee. **Prerequisite: GMP 121, MTH 125.**

125. Astronomy

3 credits

A non-mathematical introduction to astronomy including the history of astronomy, the principal tools of astronomy, the determination of location using celestial bodies, and main features of the known universe. Also, there is an emphasis on the origin of planets, stars, and galaxies. Offered irregularly.

126. Introduction to the Atmosphere, Climate and Weather

3 credits

A qualitative introduction to meteorology with lectures emphasizing the vertical structure of the atmosphere, clouds, air circulation and various atmospheric and weather processes, including severe weather. The laboratory introduces the fundamentals of meteorological observations and analysis techniques.

128. Environmental Studies

3 credits

This course seeks to give the student a broad overview of this multidisciplinary subject. Topics covered include, but are not limited to: economics, politics, and ethical responsibility toward the environment, ecology, population issues, geological processes and resources, human impact on the environment. This course provides sufficient coverage to prepare an education major for teaching units dealing with environmental concerns. An integral part of the course is an independent literature search culminating in a short oral presentation given by each student near the end of the semester.

132. Geography of Economic Resources

3 credits

A study of the principle economic and commercial regions of the Earth. The emphasis of the course is placed on agriculture, water resources, manufacturing, and extractive (mining) centers. The environmental impacts of resource use are given special consideration. Offered irregularly. **Prerequisite: GMP 111 is desirable, but not required.**

222. Physical Meteorology

3 credits

A quantitative study of the physics of the atmosphere including atmospheric thermodynamics, cloud physics, fundamentals of radiative transfer and the global energy balance. **Prerequisite: GMP 121 or 126, or permission of instructor.**

224. Weather Systems

4 credits

A dynamical study of meso- and synoptic-scale systems through the equations of motion, vorticity and quasi-geostrophic theory. The laboratory emphasizes analysis and forecasting of meso- and synoptic-scale systems. Lab fee. **Prerequisite: GMP 126 or 222.**

233. Mineralogy

3 credits

This course presents physical, chemical, descriptive, economic, and determinative mineralogy, and introductory crystallography. **Prerequisite: GMP 111, 112 or consent of instructor.**

239. Petrology

3 credits

A study of the formation, occurrence, and characteristics of the common rocks together with their field identification. **Prerequisite: GMP 111.**

255. Independent Study

1-3 credits

326. Boundary Layer Meteorology and Air Pollution

3 credits

A study of the radiation balance, heat and moisture exchange and wind structure in the atmospheric boundary layer, and the influences of surface effects. An in-depth examination of air pollution including origin, transport, dispersion, modification and removal. **Prerequisite: GMP 126 or 222.**

335. Geomorphology

3 credits

The study of the landforms produced by various geologic processes on the surface of the earth. **Prerequisite: GMP 112.**

342. Global Climate Change

3 credits

A study of the major climate types, their controls, distribution patterns and significance. The causes and implications of regional and global climatic change will be addressed from both the short-term (meteorological) and long-term (geological) perspective. **Prerequisite: GMP 111, 112, 126, or 222.**

348. Hydrology

3 credits

A knowledge of surface- and ground-water processes are crucial in the evaluation of most environmental and geological problems. This course explores hydrologic topics such as stream flow, rainfall, surface water runoff, ground water supply, and water quality. The course focuses on applying hydrologic principles to the solution of environmental pollution, geologic, and resource problems. **Prerequisite: GMP 111 or consent of instructor; GMP 128 recommended.**

455. Research in Earth Sciences

1-3 credits

124 History

HISTORY

History courses can enlarge the student's intellectual horizon by an ordered, meaningful, and up-to-date inquiry into the past. This includes not only courses in United States and European history, but also introductions into several areas of non-Western history and into the basic skills of historical research itself. The major in history prepares the student for graduate studies, entry into law school, and teaching in secondary schools, as well as providing a broad, cultural basis for a later career in various fields of business or the arts.

MAJOR IN HISTORY (36 credits)

REQUIRED: 3 courses (9 credits)

121 United States History I

122 United States History II

125 European Civilization

Choose 6 credits from: (Europe)

238 History of England

246 Revolutionary Europe, 1789-1871

251 Ancient Mediterranean Civilization

282 Twentieth Century Europe

344 Imperial Russia, Soviet Union & Beyond

Choose 3 credits from: (American)

209 US Foreign Policy

233 Jeffersonian/Jacksonian America

336 Recent America

338 Colonial America

442 American Business History

Choose 3 credits from: (Non-Western)

240 History of Africa

343 History of Modern East Asia

345 Modern Middle East

ELECTIVES: Any 15 credits in History.

MINOR IN HISTORY (18 credits)

ELECTIVES: Any 18 credits in History.

COURSE DESCRIPTIONS

121-122. United States History, I-II

6 credits

A study of American civilization from its European origins until 1865 in the first semester; its development since 1865 until the present is considered in the second semester.

125. European Civilization

3 credits

A general survey of European history and civilization to 1500. Offered in alternate years.

209. U.S. Foreign Policy (POL 209)

3 credits

A survey of the major ideas, factors, and decisions that have and continue to shape U.S. foreign policy. The course includes in-depth analysis of several challenges and decisions facing current foreign policy makers.

233. Jeffersonian/Jacksonian America

3 credits

A study of America in the formative years after independence, with special emphasis on Jefferson and Jackson and American life during their administrations. Offered in alternate years.

238. History of England

Surveys the major trends in English history from its beginnings to 1945. In addition to political chronology, social and cultural features will be treated.

240. History of Africa

3 credits

This course traces the social and political trends of the past and evaluates their influence on contemporary Africa. Each year, one major geographic area of the continent is selected for study. Study includes precolonial history, the impact of colonization, and the development and challenges facing Africa in the post—colonial era, with emphasis on the uniquely African responses to outside forces. Offered in alternate years.

246. Revolutionary Europe, 1789-1871

3 credits

Europe from the French Revolution through the unification of Germany and Italy.

251. Ancient Mediterranean Civilization

3 credits

In depth survey of the history, literature, philosophy, and art of both Classical Greece and Rome with extensive use of primary sources.

255. Independent Study

1-3 credits

282. Twentieth Century Europe

3 credits

A survey of 20th-century Europe focusing on political, social, economic, cultural changes from Britain to Russia (former U.S.S.R.) with emphasis on the two world wars, the Cold War, and the European Economic Union.

336. Recent America

3 credits

American political and social history through the present.

338. Colonial America

3 credits

The social and religious history of colonial Americans is stressed from the Euro-Indian exchanges to the American Revolution. Offered in alternate years.

343. History of Modern East Asia (POL 343)

3 credits

A survey of the historical development of Asia and East Asia in the 18th through 21st centuries with a focus on local patterns of societal, cultural, economic, and political development, with special attention paid to China, Japan, Korea, and Vietnam.

344. Imperial Russia, Soviet Union and Beyond

3 credits

Surveys the development of the Russian empire from the reign of Alexander I to the abdication of Nicholas II, examines the 1917 revolutions and the Soviet empire from Lenin to Gorbachev and traces the major features of the region's post-Communist era.

345. Modern Middle East (POL 345)

3 credits

A survey of the major developments in the Middle Eastern countries between Libya in the West and Iran in the East with a major emphasis on late 19th and 20th century trends.

358-359. Topics in History

3 credits

Based on student interest and current trends and needs, the Department offers a number of topics and eras, for example: History of the Family and Women in America.

442. American Business History

3 credits

Focused on management-labor relations, broadly construed, from 1600 to the present.

A major in International Studies, first organized in 1977, was the natural out-growth of the internationalist thrust of the Saint Joseph's Core Curriculum and of the personal commitments of a number of the College's faculty. In a century when people are becoming more and more aware of their interdependence, there is a great need for college graduates who are prepared to serve in careers in the international field and who have learned how to think perceptively and with sensitivity in terms of the global Family of Humanity.

Saint Joseph's College offers two majors in International Studies. The first is a group major in which students spend their junior year in a study-abroad program. There is a second option for a non-group major in which students do not spend a year abroad. They may, however, choose to fulfill some credits for the major in a semester or summer study-abroad program.

A major in International Studies is an excellent preparation for careers with the federal government, the foreign service, public international organizations, banking and business, consulting firms, research organizations, teaching, trade and professional associations, the media, foundations and other private nonprofit groups.

The program described below has been put together after careful study of the competencies that a graduate entering a career position in the international field ought to have. Our program will provide the student with the opportunity to develop the following traits and skills:

- a sense of the dignity of the human person, clarity of personal and cultural values, and a broad and deep understanding of the commitments of Christian humanism;
- proficiency in speaking and writing, the ability to organize thoughts and introduce timely arguments, and skills in logical analysis of problems;
- basic skills in economic and political analysis, including both quantitative and qualitative approaches;
- a conceptual grasp of history and contemporary events and the ability to relate specific cases to general patterns;
- knowledge of international peoples, languages and institutions, suggesting an ability to relate and to analyze across cultural and national lines.

MAJOR IN INTERNATIONAL STUDIES (39 credits)

REQUIRED: 4 courses (12 credits) Common Body of Knowledge

| | |
|--------------------------------------|------------------------------------|
| POL 102 Comparative Politics | SOC 112 Culture & Society |
| ECN 121 Principles: Money and Income | PHL 111 Philosophy of Human Nature |

Choose 3 credits from: Values

| | |
|---|-------------------------------------|
| PHL 342 Contemporary Political Philosophy | REL 332 Worship, Belief, and Praxis |
| REL 232 Christianity in History | REL 358 Special Studies in Religion |

Choose 12 credits from: **Systems**

- | | |
|--|----------------------------------|
| MGT 312 International Business | POL 407 International Law |
| ECN 120 Principles: Markets and Prices | POL 103 International Relations |
| ECN 435 Comp Econ Systems | GMP 132 Geography Econ Resources |
| ECN 312 International Finance | SOC 447 Law and Society |
| | SOC 115 Gender and Culture |

Choose any 12 credits from: **Area**

- | | |
|---------------------------------------|---------------------------------------|
| HST 209 U.S. Foreign Policy | ENG 222 Creative Writing - Poetry |
| HST 238 History of England | ENG 359 Special Studies in Literature |
| HST 240 History of Africa | FRN 249 French Civilization |
| HST 343 History of Modern East Asia | FRN 336 French Literature II |
| HST 345 Modern Middle East | GER 333 German Civilization |
| HST 344 Imperial Russia, Soviet Union | SPN 231 Spanish & Span-Amer Cult |

Some of these credits may also be earned during a study-abroad program through the following course numbers:

- | | |
|-----------------------------------|--|
| IS 302 Area Studies in Humanities | IS 305 Area Studies in Social Sciences |
| IS 490 Internship/Field Work | |

Foreign Language Requirement: Intermediate level competency required. This competency may be gained through course work at Saint Joseph’s College and/or through summer language programs.

GROUP MAJOR IN INTERNATIONAL STUDIES WITH JUNIOR YEAR ABROAD (54 CREDITS)

Common Body of Knowledge (12 credits)

Values (3 credits)

Systems (15 credits)

Area (24 credits) These courses are all taken as part of the study-abroad program in the junior year. These course numbers are used to transfer in the credit for the courses taken through the program.

REQUIRED: one course (3 credits)

- IS 101 Introduction to Area Studies in Culture

Choose 21 credits from (These courses may be repeated for credit):

- | | |
|---|---|
| IS 301 Area Studies in Commerce | IS 304 Area Studies in Natural Sciences |
| IS 302 Area Studies in Humanities | IS 305 Area Studies in Social Sciences |
| IS 303 Area Studies Mathematical Sciences | IS 490 Internship/Field Work |

Foreign Language Requirement: Intermediate level competency required. This competency may be gained through course work at Saint Joseph’s College and/or through summer language programs.

128 Journalism

JOURNALISM

The Journalism minor is appropriate with any major and should be considered by students who wish to pursue careers in writing, reporting and editing for the print or broadcast media. Special consideration should be given by secondary education minors who would like preparation to supervise a high school newspaper.

The minor in Journalism stresses communication skills in newspaper writing, editing and Adobe/Pagemaker desktop publishing. Coursework in Journalism ethics and/or Media and the Law are also requirements for a Journalism minor. Six credits of electives from Mass Communication, Photojournalism, Newspaper Editorial/Management Practices & Policies, complete the program.

Journalism minors are expected to gain experience working on *The Observer*, the award-winning student newspaper. Internships may be available to Journalism minors with an overall GPA of 3.000 in their senior year.

The Journalism minor is supervised by the Department of English.

MINOR IN JOURNALISM (20 credits)

REQUIRED: 3 courses (9 credits)

JRN 105 Intro Newspaper Wrtnng, Rprtnng & Edtnng JRN/ENG 223 Feature Writing
JRN 106 Basic Design Newspapers & Other Publications

Choose 6 credits from:

JRN/MC 117 Media and Society
JRN 220 Photojournalism
JRN 320 Newspaper Editorial/Mgt
JRN 390 Internship

Choose 3 credits from:

JRN/MC 330 Journalism Ethics
JRN/MC 358 Media & the Law

Choose 2 credits from:

JRN 101 Newspaper Lab-Reporting
JRN 102 Newspaper Lab-Layout

COURSE DESCRIPTIONS

101. Newspaper Laboratory—Reporting

1 credit

Applied practice in newspaper reporting and editing for *The Observer*. (May be taken twice.)

102. Newspaper Laboratory—Layout and Design

1 credit

Applied practice in layout and design as a page editor or assistant editor for *The Observer*. (May be taken twice.)

105. Introduction to Newspaper Writing, Reporting, & Editing

3 credits

Practice in news style writing, gathering information, and editing for publication. Major emphasis on style manuals and grammar, plus discussion of feature, column and editorial writing styles as they pertain to the College's biweekly newspaper.

106. Basic Design for Newspapers and Other Publications

3 credits

Practice in type selection, copyfitting, photo and illustration selection and use, paste-up skills and printing processes, plus introduction to Adobe/Pagemaker desktop publishing in connection with the College newspaper.

117. Media and Society (MC 117)**3 credits**

A study of the forms of communication involved in the mass media (print, radio, television and film). Basic theories of Message, Receiver, Channel, and Sender are applied in classroom exercises through oral reports, surveys and research.

220. Photojournalism (MC 220)**3 credits**

The use of cameras and films and the developing and printing of black-and-white photographs used in journalism. Planning, taking and editing news pictures; writing cutlines and captions; the technique of the picture story.

223. Feature Writing (ENG 223)**3 credits**

A writing course in which students read and write a variety of newspaper and magazine feature articles. Students will learn how to select markets for free-lance feature articles and how to prepare manuscripts for submissions to prospective publishers.

320. Newspaper Editorial/Management Practices & Policies**3 credits**

A practical overview of professional practices and corresponding policies in the gathering, writing, and editing of news.

330. Journalism Ethics (MC 330)**3 credits**

A comprehensive study of legal and ethical considerations inherent to a free press in a free society. Case histories plus a series of guest speakers add depth and insight to a course that probes ethical codes and value systems in the mass news media. Special emphasis is given not only to how the press functions, but why it functions as it does.

358. Media Law (MC 358)**3 credits**

Study of the legal issues concerning the media including: statutes and regulations governing press, broadcast and films; analysis of defamation, libel, contempt, privacy, copyright, legal rights and privileges of the mass media. **Prerequisite:** MC 117.

390. Internship**3-9 credits**

Available to qualified students. Participants will work in College-approved off-campus intern programs in publishing or editorial fields. Journalism minors may take an internship with the consent of the departmental supervisor and an overall minimum GPA of 3.000.

455. Independent Study**1-3 credits**

130 Lay Ecclesial Ministry
LAY ECCLESIAL MINISTRY PROGRAM

Four Catholic Bishops in the state of Indiana have agreed on a common program of theology courses, professional skills workshops, and spiritual formation leading to the possibility of deputation as a “lay ecclesial minister.” The theology courses and the professional workshops may be taken for credit at Saint Joseph’s College toward a degree in Lay Ecclesial Ministry. Students interested in this major simply follow all of the directives in this *Catalog* from admissions through to application for degree, **but special permission from the Chair of the Religion Department is needed prior to enrollment in this major.**

MAJOR IN LAY ECCLESIAL MINISTRY (36 credits)

REQUIRED: 14 courses (27 credits)

| | | |
|-------------------------|-------------------|---------------------|
| 101 Intro Old Testament | 202 Christology | 303 PSW: Law |
| 102 Intro New Testament | 203 Ecclesiology | 401 Spirituality |
| 103 Word of God | 204 PSW: Ministry | 402 Moral Theology |
| 104 PSW: Communication | 301 Liturgy | 403 PSW: Leadership |
| 201 The Trinity | 302 Sacraments | |

Choose 9 credits from Lay Ecclesial Ministry (ELM) or Religion (REL) courses

MINOR IN LAY ECCLESIAL MINISTRY

REQUIRED: 10 courses (20 credits)

| | | | |
|-------------------------|------------------|----------------|--------------------|
| 101 Intro Old Testament | 201 The Trinity | 301 Liturgy | 401 Spirituality |
| 102 Intro New Testament | 202 Christology | 302 Sacraments | 402 Moral Theology |
| 103 Word of God | 203 Ecclesiology | | |

COURSE DESCRIPTIONS

101. Introduction to the Old Testament

2 credits

An introductory study of the processes and faith struggles that gave rise to the Old Testament. Students will read major portions of the Old Testament to understand them both in their own context and also in the context of the Christian faith.
102. Introduction to the New Testament

2 credits

An introductory study of the processes and faith struggles that gave rise to the New Testament. Students will read most of the New Testament, attending to the chronological development of this primary faith document of the Church.
103. The Word of God in Faith, Theology, and Ministry

2 credits

A theological study of the Bible as the inspired Word of God. Students will work with both Testaments in applying the tools and methods the Church employs to interpret texts and to deepen its understanding of revelation. Assignments and projects will deal with practical applications to liturgy and religious education.
104. Professional Skills Workshops: Communication

2 credits

Four day-long workshops covering professional skills needed by lay ministers: listening, ministerial relationships, diversity, and group dynamics.

201. The Trinity**2 credits**

The theology of the Trinity as a personal communion of love. How this communion is experienced by Christians in the world as the creative activity of God the Father, the redeeming activity of God the Son, and the sanctifying activity of God the Holy Spirit.

202. Christology**2 credits**

An introduction to the theology of the Church's doctrine about Jesus Christ in the light of Christian faith, practice, and worship. Special emphasis will be given to how the Church reflects systematically on the person, being, and ministry of Jesus of Nazareth.

203. Ecclesiology**2 credits**

An introduction to the biblical, magisterial, and theological foundations of the nature and mission of the Church. Special attention will be given to the major moments of the Church's historical development, as well as to its variety of forms and expressions.

204. Professional Skills Workshops: Ministry**2 credits**

Four day-long workshops covering professional skills needed by lay ministers: recognizing and making productive use of the talents of others, working with volunteers, intervention skills, and supervision skills.

301. Liturgy**2 credits**

An introduction to the general principles of liturgical celebration, the primacy of the Lord's Day and the liturgical year, and the various forms of liturgical prayer.

302. Sacraments**2 credits**

A study of the Sacraments of the Church, their historical development and theology, with an overview of the Rites books and how to use them.

303. Professional Skills Workshops: Law**1 credit**

Two day-long workshops covering professional skills needed by lay ministers: canon law, civil law, and the authority levels of various Church documents.

355. Independent Study**1-3 credits**

An individual or small group study of a theological or pastoral topic, sponsored by a full-time member of the SJC religion faculty, and lasting at least one semester. Faculty approval and special form required.

401. Spirituality**2 credits**

A study of the key figures in the historical development of Christian spirituality and of the impact of culture and society on forms and styles of prayer.

402. Moral Theology**2 credits**

A study of the nature and process of moral decision making and the principles derived from the Catholic Faith that would be involved in such moral decision making.

403. Professional Skills Workshops: Leadership**2 credits**

Four day-long workshops covering professional skills needed by lay ministers: goal setting, planning, styles and models of leadership, conflict resolution, and team building.

490. Internship**1-3 credits**

Engagement in a semester-long project in a parish under the supervision of an Experienced Pastor and ELM staff. Special form and fee required.

132 Mass Communication

MASS COMMUNICATION

Students of mass communication examine how humans create messages using electronic symbols, and spread these messages to a large, scattered, heterogeneous audience. By applying this definition of mass communication to their coursework in college, students are given the fundamentals to critically assess and evaluate today's media environment.

Mass Communication courses at Saint Joseph's combine both theoretical and practical work, providing a firm grounding in the basics during the introductory courses, and building to allow for individual creativity and application during the senior year. Graduates are able to articulate ideas and adapt them to a variety of audiences using appropriate media, and to critically assess the messages of others. Understanding the role of responsible communication in media, and appreciating the collaborative process involved in media creation, are crucial to developing as an educated person in our society.

In addition to contributing to a solid liberal arts education, this major provides abilities crucial to any personal and professional success. Coursework in mass communication is excellent preparation for a variety of career choices (including radio and television broadcasting, audio and video production, broadcast journalism, public relations, marketing, and more, including advanced graduate study). By taking advantage of the many hands-on opportunities within the department, graduates in mass communication are often competitive for immediate employment in the industry.

MAJOR IN MASS COMMUNICATION (36 credits)

REQUIRED: 6 courses (18 credits)

117 Intro to Mass Comm (JRN 117)
118 Basic Audio Production
119 Basic Video Prod

227 Broadcast Announcing
357 Issues Mass Comm
463 Senior Seminar

Choose 6 credits from:

THR 115 Introduction to Theatre
THR 116 Acting
THR 225 Play Production
THR 336 Play Direction
COM 222 Group Discussion
COM 224 Interpersonal Comm.

COM 232 Advanced Public Speaking
COM 234 Oral Interpretation of Literature
COM 243 Persuasion
COM 344 Organizational Communication
COM 352 Public Relations

Choose 9 credits from:

231 Sports Info & Reporting
237 Broadcast Journalism
339 Scriptwriting
347 Adv Audio Production
348 Adv Video Production

349 Broadcast Management
354 Political Communication
358 Media Law
359 Hollywood Workshop
461 Practicum in Comm
490 Internship in Comm

Choose 3 credits from:

107 Radio Laboratory

108 Television Laboratory

MINOR IN MASS COMMUNICATION (18 credits)

REQUIRED: 3 courses (9 credits)

- 117 Intro to Mass Comm (JRN 117)
- 118 Basic Audio Production
- 119 Basic Video Prod

Choose 9 credits from:

- | | |
|--------------------------|-----------------------------|
| 227 Broadcast Announcing | 231 Sports Info & Reporting |
| 237 Broadcast Journalism | 339 Scriptwriting (ENG 339) |
| 347 Adv Audio Production | 348 Adv Video Prod |
| 349 Broadcast Management | 354 Political Communication |
| 358 Media Law | 359 Hollywood Workshop |
| 461 Practicum in Comm | 490 Internship |

COURSE DESCRIPTIONS

107. Radio Laboratory 1 credit

Applied practice in radio. Opportunity for work at WPUM-FM, the College radio station. This course may be taken up to three times. **Prerequisite: consent of instructor.**

108. Television Laboratory 1 credit

Applied practice in television production. Opportunity to work for WPUM-TV6, the College television studio. This course may be taken up to three times. **Prerequisite: consent of instructor.**

117. Introduction to Mass Communication (JRN 117) 3 credits

A study of the forms of communication involved in the mass media (print, radio, television and film). Basic theories of Message, Receiver, Channel, and Sender are applied in classroom exercises through oral reports, surveys and research. Required for Mass Communication majors and Journalism minors. **Prerequisite for Mass Communication 200-400 level classes.**

118. Basic Audio Production 3 credits

The study of contemporary audio production. The history of radio, programming and management, the nature of sound and radio, and operation of equipment will be studied. Practical projects include interviews, newscasts, music shows, commercials and public service announcements.

119. Basic Video Production 3 credits

A study of the theoretical and practical application of video production. Stress placed on performance, use of equipment, and directing techniques. Practical projects include interviews, newscasts and demonstrations. Opportunity for special interest available in final project.

220. Photojournalism (JRN 220)

3 credits

The use of cameras and films and the developing and printing of black and white photographs used in journalism. Planning, taking and editing news pictures; writing cutlines and captions; the technique of the picture story.

227. Broadcast Announcing

3 credits

A broad-based examination of the physical and professional aspects of media announcing. General voice theory is addressed, as are a variety of specific announcing techniques, including radio and television announcing, reporting and anchoring, public affairs announcing, and commercial announcing. Students are required to participate in lab exercises associated with the campus radio and television stations. **Prerequisite: COM 118 and 119.**

231. Sports Information and Reporting

3 credits

The study of the process of reporting and coverage of live sporting events, including delivery, writing and play-by-play. The role of sports information staff as gatekeepers of information and responsibility to the press is explained.

237. Broadcast Journalism

3 credits

The study of journalism in the electronic media, with emphasis on broadcast news writing, coverage and editing, problems and potentials. Practical projects include news reports in both radio and television, and a project involving the class in a 30-min. television newscast. **Prerequisite: COM 118 and 119.**

238. Video Field Production

3 credits

This is a course focusing on the application of video production techniques to remote field production. Students study the decision-making process in determining location, camera placement, lighting, sound and environment for producing video outside the studio. Attention is paid to pre-production planning, storyboarding, production logs, post-production scheduling, and client relationships. Students will work with color video equipment and produce products using the single camera, film-style approach. **Prerequisite: COM 119.**

255. Independent Study

1-3 credits

260. Topics in Mass Communication

3 credits

This course is flexible in content with its focus determined by student and faculty interest, current trends, and departmental needs. Examples of possible topics include Media Sales, News Producing, History of American Film, etc.

330. Journalism Ethics (JRN 330)

3 credits

A comprehensive study of legal and ethical considerations inherent to a free press in a free society. Case histories plus a series of guest speakers add depth and insight to a course that probes ethical codes and value systems in the mass news media. Special emphasis is given not only to how the press functions, but why it functions as it does.

339. Scriptwriting (ENG 339) 3 credits

Non-performing course focusing on writing scripts for radio, television, and film. Students will develop materials for directors, actors, announcers and technicians. Comedy, drama, commercial announcements and film scripts will be covered. Opportunity for self-expression in final project.

347. Advanced Audio Production 3 credits

There are two thrusts to this course: laboratory experience in advanced audio production techniques, and an examination of higher level issues and concepts associated with the radio industry. Production techniques covered include two-track audio production and editing, news production and editing, telephone-based production, and basic radio engineering. Among the issues and concepts discussed are contemporary topics addressed in trade publications, music research, ratings interpretation, programming trends, short-wave radio, propaganda, and the broadcaster's social responsibility. **Prerequisite: COM 118.**

348. Advanced Video Production 3 credits

A production course dealing with advanced video production and directing techniques. Students' projects are based on advanced lighting principles, animated graphics and editing. Each student will work with state-of-the-art 3/4" electronic editing equipment. **Prerequisite: COM 119.**

349. Broadcast Management 3 credits

This course is designed to teach students the basics of mass media administration. The course prepares students for an entry level position in media management. Students will become familiar with every facet of radio-television management, including the new technologies of cable, satellite and interactive communications. **Prerequisite: COM 118 and 119.**

354. Political Communication 3 credits

An examination of the role of the media in politics. The course considers the role of the print, film, radio, and telecommunications media on the political system and the interaction of the political actors with the media. **Prerequisite: Core 2.**

357. Issues in Mass Communication 3 credits

A study of problems in contemporary broadcasting. The course focuses on televised sex and violence, broadcast journalism ethics, public broadcasting, and government regulation. Students will learn how to conduct and write original research involving one aspect of the course as a final project.

358. Media Law (JRN 358) 3 credits

Study of the legal issues concerning the media including: statutes and regulations governing press, broadcast and films; analysis of defamation, libel, contempt, privacy, copyright, legal rights and privileges of the mass media. **Prerequisite: COM 117.**

136 Mass Communication

359. Hollywood Workshop

3 credits

The study of contemporary mass media in America. Students gain an inside look at the motion picture, television, and journalism industries by attending a one week "Media Workshops" Summer Seminar in Los Angeles, where they attend lectures, film screenings, television show tapings, and tour motion picture studios and production facilities. On campus students apply production principles by producing an original television program, which may include writing, promotions programming, and casting in addition to the actual production process. **Prerequisite: consent of the instructor.**

360. Topics in Mass Communication

3 credits

This course is flexible in content with its focus determined by student and faculty interest, current trends, and departmental needs. Examples of possible topics include Media Sales, News Producing, History of American Film, Media Crisis Coverage, etc.

461. Practicum in Mass Communication

3 credits

Applied practice in radio or television. Students working in radio or television participate in projects in the College radio and TV studios. **Prerequisite: Core 8 and consent of instructor.**

463. Senior Seminar

3 credits

A seminar for seniors who will graduate in the area of mass communication. Each senior will be required to undertake a project recommended and approved by the professor in whose area of concentration the student has majored. The project, which may take many forms, must demonstrate the student's mastery and expertise in the area of concentration. **Prerequisite: Senior status, consent of instructor and Core 8.**

490. Internship in Mass Communication

3-9 credits

Available to qualified students. Participants will work in College-approved off-campus internship programs at radio stations, television studios, newspapers, or any media-related business. **Prerequisite: Core 4 and consent of instructor.**



Students hanging out at the Strike Zone, the city's local bowling alley.

MATHEMATICS

The mathematics courses offered below are designed to help the student attain: 1) an understanding and appreciation of the fundamental methods of deductive reasoning; 2) adequate preparation for work in graduate and professional school; 3) facility in the use of mathematics as a tool; 4) thorough familiarity with modern mathematical concepts.

MAJOR IN MATHEMATICS (36 credits)

REQUIRED:

- MTH 236 Calculus IV, together with prerequisites Calculus I, II & III or the equivalent of any or all of these (e.g., high school, AP)
- MTH 244 Linear Algebra
- MTH 441 Historical Perspectives in Mathematics (the Jr/Sr capstone course)
(prerequisite: Jr/Sr standing or consent of the instructor)

Choose one course (3 credits) from:

- | | |
|---------------------------|--------------------------|
| MTH 333 Geometry | MTH 431 Modern Algebra I |
| MTH 437 Theory of Numbers | MTH 445 Real Analysis |

Choose one course (3 credits) from:

- MTH 336 Differential Equations (prerequisite: MTH 126)
- MTH 341 Probability (prerequisite: MTH 125)
- MTH 342 Statistics
- MTH 439 Numerical Analysis (prerequisite: MTH 126)

Choose the remaining credits from courses in Mathematics numbered 111 or higher.

GROUP MAJOR IN MATHEMATICS-COMPUTER SCIENCE (54 credits)

REQUIRED: 11 courses (33 credits)

- | | |
|-------------------------------|---------------------------------------|
| CMP 111 Computer Science I | CMP 439 Numerical Analysis |
| CMP 112 Computer Science II | MTH 122 Discrete Math |
| CMP 222 Computer Architecture | MTH 125, 126, 235 Calculus I, II, III |
| CMP 221 Data Structures | MTH 244 Linear Algebra |
| CMP 344 Design & Analysis | |

Choose 21 credits from computer science or mathematics which count toward a major that consists of at least 6 credits from computer science and 9 credits from mathematics.

NOTE: *Credit toward the major/minor or group major involving mathematics is given only for courses numbered 111 and above.*

MINOR IN MATHEMATICS (18 credits)

REQUIRED:

- MTH 236 Calculus IV, together with the prerequisites Calculus I, II and III or the equivalent of any or all of these (e.g., high school AP)

15 credits from Mathematics courses numbered 111 or higher.

017. Basic Algebraic Skills

3 credits

This course is intended as either a refresher course or a first course in algebra for those students who have been away from mathematics studies for some time. The course treats the following topics: operations on real numbers, linear equations and inequalities, exponents and polynomials, rational expressions, roots and radicals, and quadratic equations. The assignments will include attacking "word problems" as part of the skills to be acquired.

093. Pre-Calculus

3 credits

This course is intended for those who wish to study the Calculus, but need some preliminary mathematical work. It begins with some fundamentals of algebra, including sets, functions, and graphs. It treats polynomial and rational functions, and includes the usual transcendental functions. It considers trigonometric identities and certain elements of analytic geometry, including conic sections. Some study of combinatorics is pursued.

111. Mathematics As A Human Pursuit

3 credits

It is widely accepted that mathematics is necessary for modern technology; mathematics also makes a basic contribution to other aspects of human life. This course is designed to integrate the student's knowledge and study of mathematics with other experiences and disciplines. It pursues a problem solving approach to some consumer issues, the arts, elements of probability, voting, some number theory, and geometry. At least one segment of the course will treat contemporary concerns found in the news media that are based on statistical concerns.

122. Discrete Mathematics

3 credits

This is an introduction to logical and algebraic structures and combinatorial mathematics. Topics include methods of proof, recursion, Boolean algebra, recurrence relations, graph theory, finite automata, and theory of computation with examples of applications to the field of computer science.

125. Calculus I

3 credits

Including a review of pre-calculus, this course is an introduction to the calculus through concepts involving limits of functions, continuity at a point, and the derivative. Differentiation of products, quotients, and composite functions are treated. Implicit differentiation, the Extreme Value Theorem and the Mean Value Theorem are also considered. Graph sketching noting asymptotic behavior, extrema, concavity, and related concepts complete the content. The course will include a laboratory session with the computer algebra system Maple and will incorporate the use of a scientific graphics calculator as a regular part of the study. Each student is expected to have either the suggested calculator or one approved by the instructor.

126. Calculus II **3 credits**

Continuing the introduction to the calculus, the theory and techniques of integration are introduced with analytic geometry, then Riemann sums, and then the Fundamental Theorem of Calculus. Applications of the definite integral include area of regions, volumes, arc length and surface area. The laboratory section will continue the use of the Computer Algebra System and the graphics calculator will again be used on a regular basis. **Prerequisite: MTH 125 or department approval.**

235. Calculus III **3 credits**

This course continues the calculus sequence. A main thrust is its opening in-depth study of infinite sequences and series, including power series, Taylor series and Taylor polynomials. Conic sections, parametric equations and polar coordinates—together with whatever review is required—are studied as they relate to calculus concepts. Vector theory and the geometry of space are also treated. **Prerequisite: MTH 126 or department approval.**

236. Calculus IV **3 credits**

This concluding portion of the calculus sequence begins with a brief review of vectors followed by a pursuit of vector-valued functions. Functions of several variables, with their attendant partial derivatives, extrema, and multiple integration with applications are studied. The directional derivative, tangent planes and normal lines follow from the vector considerations. **Prerequisite: MTH 235 or department approval.**

244. Linear Algebra **3 credits**

This course studies linear transformations and linear algebras, including the study of solutions to systems of linear equations. It treats the theory of matrices leading to the theory of vector spaces over a field. It studies the operations on matrices, including determinants, and uses these concepts in a variety of applications. **Prerequisite: MTH 125 or consent of the instructor.**

333. Geometry **3 credits**

This course is a critical examination of the foundations of plane geometry, using an axiomatic approach. It includes the study of both Euclidean and non-Euclidean geometries. Proofs are emphasized.

336. Differential Equations **3 credits**

This course studies differential equations from a practical viewpoint. It combines the formal exercises of integrating the various standard types of differential equations with the setting-up of equations for problems from the natural sciences. **Prerequisite: MTH 126 or equivalent.**

341. Probability **3 credits**

This course is an introduction to probabilistic models and the theory of probability. It includes the study of conditional probability, random variables of one, two and higher dimensions, as well as some characterizations of discrete and continuous random variables. **Prerequisite: MTH 125 or consent of the instructor.**

140 Mathematics

342. Statistics

3 credits

This course presents an introduction to inferential statistics beginning with a brief overview of descriptive statistics and probability, including discrete and continuous distributions, and the central limit theorem. The main emphasis is on estimation, hypothesis testing, and selected tests for small samples. It culminates in analyses of variance and bivariate data with correlation and linear regression. **Prerequisite: MTH 125 or consent of the instructor.**

355. Independent Study

1-3 credits

390. Internship

3-9 credits

431. Modern Algebra I

3 credits

This course is that portion of Abstract Algebra that studies elementary group theory. It considers the properties of groups, subgroups, and functions; this leads to groups of permutations and groups isomorphic to them. Homomorphisms of groups along with the induced quotient groups culminate in the Fundamental Homomorphism Theorem; this rounds out the course.

432. Modern Algebra II

3 credits

This course is that portion of Abstract Algebra that studies elementary ring theory including ideals and quotient rings. It follows with a study of field theory and closes with a look at rings of polynomials and extension fields. **Prerequisite: MTH 431 or consent of instructor.**

437. Theory of Numbers

3 credits

This course treats the elementary properties of integers. It studies divisibility of integers, Euclid's Algorithm, solutions to Diophantine Equations, prime numbers, congruencies and quadratic residues.

439. Numerical Analysis (CMP 439)

3 credits

This course develops algorithms involving iteration to approximate solutions to various kinds of problems. It studies finite differences, interpolating polynomials for numerical differentiation and integration, as well as the solution of equations and differential equations. The hand calculator and personal computer are the normal tools for this course. **Prerequisite: MTH 126 or consent of the instructor.**

441. Historical Perspectives in Mathematics

3 credits

This course, the capstone, is a seminar on historical topics from the great theorems and thinkers of mathematics. Students make oral and written presentations from their independent, though not necessarily original, research. Portfolios are to be kept by each student. **Prerequisite: Junior or Senior Math major or consent of the instructor.**

445. Real Analysis

3 credits

This course is a modern, topological approach to real analysis. It deals with the concepts of bounded sets; convergence of sequences and sub-sequences of real numbers; continuous functions on metric spaces; open and closed sets; connectedness, completeness, and compactness; Riemann integrals and derivatives; law of the mean; fundamental theorems of calculus; and improper integrals. **Prerequisite:** MTH 235 or consent of the instructor.

446. Topics In Mathematics

3 credits

Students with demonstrated skills and background may select, with a designated professor, topics to be studied during a semester. Topics might be chosen from such subjects as vector analysis, complex variables, cryptology, fractals, chaos theory, or even actuarial studies, including the SPSS statistical computer package. **Prerequisite:** consent of the instructor.



Students enjoying a bite to eat at the College's snack shop.

The aim of the Department of Music is to further the intellectual and aesthetic development of the student through the medium of music theory and practice, secular and religious. The student majoring in music may concentrate in applied music, theory and composition, church music, or music education. Students concentrating in church music may emphasize organ, voice, choral conducting, piano, guitar or composition. Students concentrating in music education may emphasize a keyboard instrument, a band instrument, or voice. (See Notes on page 144 for ensemble participation requirements for the various concentrations).

MAJOR IN MUSIC - Students may elect to concentrate in one of four areas:

- Applied Music—45 credits
- Church Music—50-54 credits
- Music Education—50-55 credits
- Theory & Composition—46 credits

REQUIRED: Music courses for all concentrations: 11 courses (22 credits)

- 120-121 Music Theory I & Lab
- 122-123 Music Theory II & Lab
- 224-225 Music Theory III & Lab
- 226-227 Music Theory IV & Lab
- 332 Music History & Lit II
- 433 Music History & Lit III
- 434 Music History & Lit IV

Applied Music Concentration:

- REQUIRED:** 3 Courses (7 credits)
- 390 Recital
- 365 Keyboard Harmony & Extemporization
- 429 Form & Analysis

REQUIRED: 16 credits of Applied Music with at least 4 credits of Piano.

Theory and Composition Concentration:

- REQUIRED:** 7 courses (16 credits)
- 328 Eighteenth-Century Counterpoint
- 344 Instrumental Arranging
- 445 Choral Arranging
- 340 Elementary Composition
- 429 Form & Analysis
- 341 Intermediate Composition
- 442 Advanced Composition

REQUIRED: 8 credits of Piano.

Church Music Concentration:

- REQUIRED:** 5 courses (12 credits)
- 328 Eighteenth-Century Counterpoint
- 331 Music History & Lit I
- 352 Prin of Choral Conducting
- 365 Keyboard Harmony
- 354 Advanced Conducting

REQUIRED: 6 credits in Liturgy (511-522, summer only)
Choose one of the following emphases (credits required in each):

- Organ:
- Voice:
- Guitar:
- Conducting:
- Composition:(6)
- Piano:
- Piano (4)
- Piano (4)
- Guitar (6)
- Piano (4)
- Piano (8)
- Organ (8)
- Organ (2)
- Keyboard (4)
- Organ (4)
- Organ (2)
- Organ (4)
- Voice (2)
- Voice (8)
- Voice (4)
- Voice (2)
- Voice (2)
- Voice (2)

Music Education Concentration:

All Level Specialist in Instrumental and General Music (Indiana certifiable to teach instrumental and general music K-12) (53 credits)

REQUIRED: 16 courses (32 credits)

| | |
|-----------------------------------|-------------------------------------|
| 120 & 121 Music Theory I & Lab | 331 Music History & Lit I |
| 122 & 123 Music Theory II & Lab | 332 Music History & Lit II |
| 224 & 225 Music Theory III & Lab | 433 Music History & Lit III |
| 226 & 227 Music Theory IV & Lab | 434 Music History & Lit IV |
| 272 Choral & Instrumental Methods | 273 Teaching Music 5-12 |
| 344 Instrumental Arranging | 353 Prin of Instrumental Conducting |

REQUIRED: 21 credits in Applied Music

| | |
|--|----------------------------------|
| Voice - 2 credits | Percussion - 2 credits (MUS 267) |
| Piano - 4 credits | Strings - 2 credits (MUS 263) |
| Brass - 2 credits (MUS 160) | Woodwinds - 2 credits (MUS 161) |
| Principal performance medium - 7 credits | |

REQUIRED: Minor in Education (30 credits)

All Level Specialist in Vocal and General Music (Indiana certifiable to teach vocal and general music K-12) (48 credits)

REQUIRED: 16 courses (32 credits)

| | |
|-----------------------------------|-------------------------------|
| 120 & 121 Music Theory I & Lab | 331 Music History & Lit I |
| 122 & 123 Music Theory II & Lab | 332 Music History & Lit II |
| 224 & 225 Music Theory III & Lab | 433 Music History & Lit III |
| 226 & 227 Music Theory IV & Lab | 434 Music History & Lit IV |
| 272 Choral & Instrumental Methods | 352 Prin of Choral Conducting |
| 273 Teaching Music 5-12 | 445 Choral Arranging |

REQUIRED: 16 credits in Applied Music

| | |
|-----------------------------|-----------|
| Piano and organ (6) | Voice (8) |
| Non-keyboard instrument (2) | |

REQUIRED: Minor in Education (30 credits)

GROUP MAJOR MUSIC/BUSINESS ADMINISTRATION (58 credits)

REQUIRED: 8 courses (16 credits)

| | |
|-------------------------------------|-----------------------------|
| 120 & 121 Music Theory I & Lab | 332 Music History & Lit II |
| 122 & 123 Music Theory II & Lab | 433 Music History & Lit III |
| 352 Prin of Choral Conducting or | 434 Music History & Lit IV |
| 353 Prin of Instrumental Conducting | |

Choose 2 credits from:

| | |
|----------------------------|----------------------------|
| 322 Jazz Theory I | 344 Instrumental Arranging |
| 340 Elementary Composition | 445 Choral Arranging |

Choose 3 credits of Applied Music, which must include 2 credits of piano.

144 Music

REQUIRED: Foundations, 8 courses (24 credits)

| | |
|-----------------------------|--|
| ACC 101 Int Financial Acct | ECN 120 Principles: Markets and Prices |
| ACC 102 Int Managerial Acct | ECN 121 Principles: Money and Income |
| MGT 101 Prin of Management | BUS 201 Legal Environment of Business |
| MKT 102 Prin of Marketing | FIN 201 Prin of Finance |

REQUIRED: Tools, 3 courses (7 credits)

| | |
|---------------------------------|---|
| BUS 101 Communication and Tech | ECN 210 Statistics for Business and Economics |
| BUS 301 Career and Job Planning | |

REQUIRED: Synthesis, 2 courses (6 credits)

| | |
|----------------------|--------------------------------------|
| BUS 351 The Crucible | BUS 451 Business Policy and Strategy |
|----------------------|--------------------------------------|

MINOR IN MUSIC (18 credits)

REQUIRED: 6 courses (12 credits)

| | |
|---------------------------------|-----------------------------|
| 120 & 121 Music Theory I & Lab | 332 Music History & Lit II |
| 122 & 123 Music Theory II & Lab | 433 Music History & Lit III |

ELECTIVES: Any 6 credits in Music.

MINOR IN JAZZ STUDIES (18 credits)

REQUIRED: 6 courses (12 credits)

| | | |
|---------------------------|--------------------|--------------------|
| 320 Jazz Improvisation I | 322 Jazz Theory I | 324 Jazz Arranging |
| 321 Jazz Improvisation II | 323 Jazz Theory II | 325 Jazz History |

Choose 4 credits from:

| | |
|----------------|---------------------------|
| 017 Jazz Band* | 018 Jazz Madrigal Singers |
|----------------|---------------------------|

Choose 2 credits from Applied Music

***All students minoring in Jazz Studies must participate in Jazz Band at least 4 semesters.**

NOTES: For all students majoring or minoring in music or enrolled in the group major program in Music/Business Administration, participation in a faculty-directed major ensemble each semester is required. Students completing the all-level major in music with vocal emphasis are to participate in chorus each semester. Students completing the all-level major in music with instrumental emphasis are to participate in band each semester. For those concentrating in church music, participation in chorus is required each semester. The required participation applies to every semester that the student is enrolled in the College.

All music majors, minors, and group majors must pass the music placement test, including fundamentals of musical notation and the sight-reading of elementary piano music, before enrolling in Music 120.

All music majors must pass a piano proficiency examination prior to graduation. A student is to enroll for piano lessons every semester until the proficiency examination is passed.

Each semester all music majors will perform in at least one of the several student recitals unless specifically excused by the chairman of the department.

Courses in applied music may not be audited nor may composition be audited.

Music majors who wish to be recommended to the Teacher Education Committee for admission to the Teacher Education Program and for student teaching must have at least a 2.750 GPA in the music major.

All students completing the Music Education Concentration are required to take one credit of private lessons in their principal performance medium in each of their first seven semesters.

COURSE DESCRIPTIONS

010. Synthesis of Music History I (to 1700) 1 credit
(Summers only)

011. Synthesis of Music History II (1700-1900) 1 credit
(Summers only)

012. Synthesis of Music History III (20th Century) 1 credit
(Summers only)

013. Music Fundamentals 3 credits

014. Theory Integration 1 credit
(Summers only)

015. Band 1 credit

Band participation required: three hours of class time per week and several performances per semester. No more than four band credits may be used towards graduation by a non-music major.

016. Chorus 1 credit

Chorus participation required: three hours of class time per week and several performances per semester. No more than four chorus credits may be used towards graduation by a non-music major.

017. Jazz Band 1 credit

A study of jazz and contemporary music in a performance-based setting. Students will learn music both by reading and by ear. No more than four jazz band credits may be used towards graduation by a non-music major.

018. Jazz Madrigals Singers 1 credit

A study of jazz and contemporary music in a performance-based setting. Students will learn music both by reading and by ear. No more than four jazz madrigals credits may be used towards graduation by a non-music major.

120. Music Theory I 3 credits

Rudiments; notation; manuscript techniques; elements of music (rhythm, melody, harmony, color); texture; elementary forms; tonality and modality; triads in root position and inversions; harmonic progression, root movements, and voice leading; non-harmonic tones; harmonization of a given part; two-, three-, and four-part harmony; figured bass; cadences. Various written exercises and analysis of scores.

146 Music

121. Music Theory I Lab

1 credit

Lab with MUS 120. Sight singing, ear training, and keyboard harmony relevant to material of MUS 120.

122. Music Theory II

3 credits

Continuation of MUS 120. Harmonic rhythm; elementary chromaticism; modulation; the dominant seventh chord and secondary dominant chords with regular and irregular resolutions; sequence; evolution of harmonic theory through the major-minor system of tonal music. Various written exercises and analysis of scores. **Prerequisite: Music 120.**

123. Music Theory II Lab

1 credit

Lab with MUS 122. Continuation of MUS 121. Sight singing, ear training, and keyboard harmony relevant to material of MUS 122.

130. Music Appreciation

2 credits

An introduction to, and survey of, music—vocal and instrumental, sacred and secular, "serious" and "popular" from antiquity to the present.

160. Brass Techniques

2 credits

A fee of \$65.00 is assessed for this course.

161. Woodwind Techniques

2 credits

A fee of \$65.00 is assessed for this course.

172. Music for Elementary Teachers

3 credits

Music fundamentals are introduced to prepare the future elementary classroom teacher to help to guide children's musical development, and to learn to integrate music into other parts of the elementary curriculum. In addition to acquiring and/or developing skill in reading and performing music, students are introduced to appropriate song literature for classroom use, to other vocal and instrumental music literature appropriate for developing students' listening skills, and to the use of classroom percussion instruments as well as other melody or accompanying instruments.

224. Music Theory III

3 credits

Continuation of Music 122. Chorale style; tonal counterpoint; sonata principle; harmonic expansion of the nineteenth century; chords of the complete and incomplete major and minor ninth of dominant function; diminished seventh chords of non-dominant function; chords of the ninth, eleventh, and thirteenth. Various written exercises and analysis of scores. **Prerequisite: MUS 122.**

225. Music Theory III Lab

1 credit

Lab with MUS 224. Continuation of MUS 123. Sight-singing, ear training, and keyboard harmony relevant to material of MUS 224.

226. Music Theory IV

3 credits

Continuation of MUS 224. The Neapolitan sixth chord; chords of the augmented sixth and other chromatic chords; extension of common practice; tonality-supporting and tonality-weakening elements; pentatonic scale; whole-tone scale; synthetic scales; secundal, quartal, and quintal sonorities; pandiatonicism; polychordality and polytonality; atonality; 12-tone method. Various written exercises and analysis of scores. **Prerequisite: MUS 224.**

227. Music Theory IV Lab

1 credit

Lab with MUS 226. Continuation of MUS 225. Sight-singing, ear training, and keyboard harmony relevant to material of MUS 226.

263. String Techniques

2 credits

A fee of \$65.00 is assessed for this course.

267. Percussion Techniques

2 credits

A fee of \$65.00 is assessed for this course.

**272. Choral and Instrumental Methods for Elementary
and Middle School Music Educators**

2 credits

A study of basic musical experiences normally available in elementary and middle schools; means and methods of providing these experiences; investigation and training in Orff and Kodaly methods; investigation of school music texts, choral literature, and audiovisual aids. **Prerequisite: MUS 120 or equivalent.**

273. Teaching of Music Grades 5-12

2 credits

This course will cover those elements necessary to teach music in the secondary school setting. Included will be an overview of teaching both instrumental and vocal music at this level plus discussions on such activities as field trips, conducting band and choral camps, purchasing instruments and uniforms, fundraising, recruiting, and how to start a beginning band or choir.

320. Jazz Improvisation I

2 credits

An introduction to melodic and chordal relationships. Students will learn both the melodies and chord changes of standard tunes and how to improvise over the chord changes.

321. Jazz Improvisation II

2 credits

A continuation of Jazz Improvisation I with more complex chord changes and longer song forms. **Prerequisite: MUS 320.**

322. Jazz Theory I

2 credits

An introduction to jazz notation, chord symbols and harmony.

323. Jazz Theory II

2 credits

A continuation of Jazz Theory I, with analysis of both jazz standards and arrangements. **Prerequisite: MUS 322.**

324. Jazz Arranging

2 credits

A study in arranging for jazz groups of all sizes. **Prerequisite: MUS 323.**

325. Jazz History

2 credits

A survey of the history of jazz.

328. Eighteenth-Century Counterpoint

3 credits

A course in eighteenth-century counterpoint to four parts. Analysis and composition. A detailed study of various chorale-based forms, fugue, and Baroque variation forms, as well as Bach's *Art of the Fugue*.

148 Music

331. Music History and Literature I

2 credits

A survey of music history and literature from Antiquity to the Early Baroque.

332. Music History and Literature II

2 credits

A survey of music history and literature from the Mature Baroque to Beethoven (inclusive).

340. Elementary Composition

2 credits

Unison and two-part writing with accompaniment; emphasis on melodic techniques. At least one of the following: binary and ternary forms, solo vocal or instrumental and accompaniment, invention, ground bass, duets, two-part choral writing. Manuscript techniques.

341. Intermediate Composition

2 credits

At least one of the following: Single movement works for three or more parts, using appropriate melodic and harmonic techniques. Chorale prelude, passacaglia, chaconne, rondo, ritornello, theme and variations, trios, three-part choral writing. Manuscript techniques. **Prerequisite: MUS 340 or equivalent.**

344. Instrumental Arranging

2 credits

Prerequisite: MUS 120 or equivalent.

352. Principles of Choral Conducting

2 credits

Fundamentals of choral score-reading and baton technique.

353. Principles of Instrumental Conducting

2 credits

Fundamentals of instrumental (band and orchestral) score-reading and baton technique.

354. Advanced Conducting

2 credits

Prerequisite: MUS 352 or 353.

355. Independent Study

1-3 credits

364. Marching Band Techniques

3 credits

Study of, and practice in, creating band shows, to include arranging the music, charting formations, drill, and organization and administration of a marching band, with special reference to the styles of certain large university bands and their adaptability to band programs of varying sizes and conditions.

365. Keyboard Harmony and Extemporization

3 credits

Prerequisite: MUS 122.

390. Recital

1 credit

A fee of \$150.00 is assessed for this course.

429. Form and Analysis

3 credits

An extended and concentrated study of larger music forms, including selected works from the *Well-Tempered Clavier* by Bach, the keyboard sonatas by Beethoven, and the orchestral, chamber music, and keyboard literature from the Classical Period through the Contemporary Period. **Prerequisite: Music 122.**

433. Music History and Literature III

2 credits

A survey of music history and literature from the death of Beethoven to 1913.

434. Music History and Literature IV**2 credits**

A survey of music history and literature from 1913 to the present.

442. Advanced Composition**2 credits**

At least one of the following: Single movement works for four or more parts, using appropriate polyphonic techniques. Sonata, sonatina, fugue, quartets, four-part choral writing. Manuscript techniques. **Prerequisite: MUS 341 or equivalent.**

443. Free Composition**2 credits**

Works for varied choral or instrumental ensembles or combinations thereof. Manuscript techniques. (May be taken more than once.)

445. Choral Arranging**2 credits**

Prerequisite: MUS 120 or equivalent.

COURSES IN APPLIED MUSIC**31, 32 Private Instruction****Variable credits**

No more than 20 credits of applied music (exclusive of techniques courses) may be applied toward fulfilling graduation requirements. There is an applied music fee for each credit of applied music. A student receives one-half hour of private instruction per week per semester for one credit. A student receives 12 lessons per semester.

A—Voice

J—Saxophone

B—Piano

K—Trumpet

C—Organ

L—Horn

D—Guitar

M—Baritone

F—Flute

N—Trombone

G—Oboe

O—Tuba

H—Clarinet

P—Percussion

I—Bassoon

Q—Violin

Private instruction is recorded in the following manner:

- Letter—designation of instrument or voice
- Final digit—number of credits (e.g., A32 means 2 credits of voice)



Students playing a game of intramural football.

NURSING

St. Elizabeth School of Nursing and Saint Joseph's College, private Roman Catholic post-secondary institutions have entered into an agreement to offer a consortium nursing education program of study that stimulates students, preparing to practice professional registered nursing as diploma/bachelor's prepared graduates, to think analytically, pursue independent learning experiences, and develop a greater awareness of and sensitivity toward themselves and others. This is accomplished by the synthesis of knowledge obtained from the liberal arts, sciences, and nursing through the visions and values of our Franciscan and Missionaries of the Precious Blood traditions. Our purposes are:

- To prepare graduates to practice proficiently with compassion as nurse generalists in a variety of care settings for clients across the lifespan.
- To promote an environment that values life-long learning of individuals who are confident in confronting the issues and complexities of delivering quality care today and in the future, with intelligence, faith, service, and stewardship.
- To prepare graduates to assume leadership roles giving witness to the Christian Humanism values of justice, respect and commitment to human solidarity and interdependence on local, national and global levels.

MISSION: PREPARING NURSES TO CONTINUE CHRIST'S MINISTRY.

OUTCOMES/COMPETENCIES

Upon completion of the St. Elizabeth School of Nursing and Saint Joseph's College consortium nursing program, the graduate will:

1. Practice professional nursing through assessment, nursing diagnosis, and intervention to actual and potential health problems.
2. Formulate clinical judgments while delivering safe and effective nursing care in a variety of settings across the lifespan.
3. Collaborate with health care professionals and consumers to promote the health and welfare of individuals, families, and communities.
4. Communicate effectively with individuals, families, communities, and members of the health care team.
5. Contribute to the ongoing appraisal of nursing practice through the application of evidence-based research findings.
6. Approach community health-nursing practice issues from a population based perspective.
7. Function as a culturally competent advocate incorporating respect for life, human dignity, and disparate beliefs and values while delivering wholistic care.
8. Exemplify accountability and responsibility for one's own nursing practice consistent with established professional, legal, and ethical standards.

The curriculum offered by the St. Elizabeth School of Nursing – Saint Joseph's College Consortium Nursing Program is a seamless integrated Diploma-Bachelor of Science in Nursing (BSN) curriculum that prepares the graduates to become eligible to take the National Council Licensure Examination for Registered Nurse (NCLEX-RN). The unique characteristics of this program are:

- A nursing educational program based in the Diploma – Hospital tradition of early “hands-on” clinical experiences and approved by the Indiana State Board of Nursing and accredited by the National League for Nursing Accrediting Commission (NLNAC).
- A regionally accredited college – authorized to offer the Bachelor of Science in Nursing (BSN).

After successful completion of the NCLEX-RN examination, the graduate is licensed to practice as a Registered Nurse. To register in any other state, the nurse must apply for licensure by endorsement and meet the requirements of that state.

The program requires 132 semester credits and is offered in a multiple track option in order to best meet the needs of the student. The program may be completed in:

- Three (3) academic years plus summers (approximately 121 weeks or 30 months) for the student wishing to complete in a traditional Diploma track. *or*
- A more standard four (4) academic years with the three (3) months of summer off from required academic work. *or*
- An accelerated option for an individual already holding a Bachelor's or higher degree in another major in which they can complete the program with the diploma and receive the BSN in approximately 84 weeks or 21 months.
- An RN to BSN completion program for a graduate from a diploma or associate degree program holding a current RN license.

BASIC DIPLOMA-BSN PROGRAM REQUIREMENTS (132 CREDITS)

REQUIRED: Core 1,2,3,4,7,8,9,10 (39 credits)

Science – 6 courses (19 credits)

BIO 121, 122 Anatomy & Physiology I & II

BIO 123 Intro Microbiology

BIO 212 Analysis of Pathophysiological Concepts

BIO 213 Analysis of Pharmacotherapeutics

CHM 101 Introduction to General Chemistry

Nursing (74 credits)

NUR 100 Freshman Nursing Seminar (1)

NUR 120 Concepts of Nursing Practice (2)

NUR 121 Assessment: Physical Needs and Skill Development (4)

NUR 122 Assessment: Psychosocial Needs and Skill Development (4)

NUR 201 Community Case Management – Health Promotion (0.5)

- NUR 202 Community Case Management – Analysis (0.5)
- NUR 204 Statistical Analysis for Healthcare Providers (3)
- NUR 221 Interpersonal Analysis (6)
- NUR 222 Lifespan Analysis (6)
- NUR 304 Implementation: Contemporary Issues in Nursing Practice (3)
- NUR 313 Community Case Management – Risk Reduction (0.5)
- NUR 314 Community Case Management – Implementation (0.5)
- NUR 323 Planning For Nursing Care of Reproductive Years (6)
- NUR 324 Planning for Nursing Care of Infants through Middle Adults(6)
- NUR 333 Community Case Management – Disease Prevention (0.5)
- NUR 334 Community Case Management – Disease Management (0.5)
- NUR 343 Implementation: Concepts of Mental & Maternal Health (6)
- NUR 344 Implementation: Care of Clients with Complex Deviations (6)
- NUR 445 Community: A Quality of Life Approach (6)
- NUR 446 Leadership: Developing a Quality Nursing Ethic (6)
- Nursing Cultural Elective (3)
 - NUR 440 Transcultural Health Issues **or**
 - NUR 441 Practical Spanish for Healthcare Workers
- NUR 450 Nursing Research: An Evidence-Based Approach (3)

Graduation Requirements

- Achieve a minimum of 132 semester credits and a cumulative grade point average (Cum-GPA) of 2.00 are required for the Diploma-BSN degree from the St. Elizabeth School of Nursing – Saint Joseph’s College Consortium Program. The last 30 semester hours must be taken in residence.
- Achieve a required “C” grade or better in:
 - ☐ Human Anatomy & Physiology (4-6 Semester Credits)
 - ☐ Introductory Chemistry (3 Semester Credits)
 - ☐ Introductory Microbiology (3-4 Semester Credits)
 - ☐ Pathophysiology (3 Semester Credits)
 - ☐ Pharmacology (3 Semester Credits)
 - ☐ General Education – Liberal Arts
 - Core 1 – The Contemporary Situation (6 Semester Hours)
 - Core 2 – The Modern World (6 Semester Hours)
 - Core 10 – Christianity and the Human Situation (Health Care Ethics) (3 Semester Hours)
 - ☐ All Nursing courses of the major
 - To qualify for a “C” grade or better in a Nursing course with a clinical component, the student must demonstrate an overall “C” average on all test and quizzes of the course and satisfactorily achieve the clinical requirements.
- Achieve a cumulative GPA of 2.00 or better in Core requirements.
- Show evidence of reasonable professional competency in nursing as demonstrated by achieving a satisfactory observed score on program determined national standardized examinations during the student’s last year of nursing course work.
- Have met financial and/or other graduation requirements as published in the School Catalog/Student Handbook.

**BACHELOR OF SCIENCE IN NURSING PROGRAM (BSN) REQUIREMENTS FOR
CURRENTLY RN LICENSED GRADUATE WITH A DIPLOMA OR ASSOCIATE
DEGREE**

REQUIRED: Core 1,2,3,4,7,8,9,10 (39 credits)

Science (19 credits)

BIO 121, 122 Anatomy & Physiology I & II

BIO 123 Intro Microbiology

BIO 212 Analysis of Pathophysiological Concepts

BIO 213 Analysis of Pharmacotherapeutics

CHM 101 Introductory General Chemistry

Electives (9-12 credits)

Nursing (61 credits)

Previous Nursing Credits (30)

NUR 204 Statistical Analysis for Healthcare Providers (3)

NUR 304 Implementation: Contemporary Issues in Nursing Practice (3)

NUR 400 Health Assessment Process (4)

NUR 444 Community as Client (3)

NUR 445 Community: A Quality of Life Approach (6)

NUR 446 Leadership: Developing a Quality Nursing Ethic (6)

NUR 440 Transcultural Health Issues **or**

NUR 441 Practical Spanish for Healthcare Workers

NUR 450 Nursing Research: An Evidence-Based Approach (3)

NOTES: Current Licensed RN to BSN student:

1. must have completed and graduated from a state and nationally accredited RN program with a minimum of 40 credits in nursing.
2. must hold a valid Indiana license for Registered Nurse or if a recent graduate, be eligible for the NCLEX-RN exam in Indiana and successfully pass the NCLEX-RN exam and obtain a current and valid RN license prior to enrolling in required nursing courses with a clinical element of the course.
3. is granted thirty (30) semester credits in nursing for previous nursing courses for graduates of a nationally accredited RN (Diploma or Associate Degree) program. Graduates of programs that are not nationally accredited will be required to demonstrate nursing curriculum content equivalency by means of submitting acceptable nationally normed standardized test score to the Department of Nursing for consideration, or by submitting a portfolio for credit for previous nursing courses.

If there are any questions regarding the national specialized nursing accreditation status of the BSN degree of the Nursing major of Saint Joseph's College, please contact the Chair of the Department of Nursing.

COURSE DESCRIPTIONS

100. Freshman Nursing Seminar

1 credit

This seminar will familiarize the student with strategies important for success in nursing. Concepts will include time management, stress management, test taking, analysis of personal learning style, and basic math and writing techniques.

120. Concepts Of Nursing Practice

2 credits

The purpose of this course is to introduce the student to essential concepts of nursing. The student will explore nursing in terms of definition, history, professionalism, basic nursing process and decision-making. Medical terminology and drug calculation will be a focus of the course. **Co-requisite: NUR 121 or NUR 122.**

121. Assessment: Physical Needs and Skill Development

4 credits

This introductory course provides a foundation for nursing practice. Theoretical knowledge and physical skills are applied in the care of individuals across the lifespan using physical assessment and basic care skills. **Pre or co-requisite: NUR 120.**

122. Assessment: Psychosocial Needs and Skill Development

4 credits

This foundational course prepares the learner to apply basic communication skills which are utilized in assessment of individuals and families across the lifespan. This learned approach will be applied in assessing developmental patterns and nutritional needs. **Pre or co-requisite: NUR 120.**

201. Community Case Management – Health Promotion

0.5 credit

This course focuses on the concept of health promotion and current National Health Goals. The clinical focus will be caring for individuals in home-settings and selected community agencies. **Must be taken prior to or concurrent with NUR 202.**

202. Community Case Management – Analysis

0.5 credit

This course focuses on the analysis of concepts and principles of collaborative nursing care related to health promotion of individuals in the community. The clinical focus will be caring for individuals in home-settings and community selected agencies. **May be taken concurrently with NUR 201.**

204. Statistical Analysis for Healthcare Providers

3 credits

This course is designed to involve the learner in employing and analyzing mathematical techniques that are used by researchers to organize, summarize and interpret the results from research studies. Descriptive statistics, inferential statistics, inferences about means and mean differences, correlation and nonparametric tests will be discussed.

208. Family and Community Health for Non-Nursing Majors 3 credits

This course examines the impact of family interactions on school-age children and adolescents in home, school and community settings. Growth and development, human needs, health promotion/illness prevention, and existing health problems are addressed for each school-age group. Health and welfare concerns of the students in the classroom are reviewed by a variety of individuals with expertise in school settings.

221. Interpersonal Analysis 6 credits

This course is designed to involve the learner in analyzing professional relationships while providing nursing care for individuals, groups and families in a variety of settings. The focus will be on adapting therapeutic communication based on an understanding of physiological and psychosocial strengths and needs. **Pre or co-requisite: NUR 201 or NUR 202.**

222. Lifespan Analysis 6 credits

This course is designed to involve the learner in applying the process of analysis while providing nursing care for clients throughout the lifespan in a variety of settings. Growth and development concepts will be explored with an emphasis on health promotion from infant through middle adult. The pediatric population will be a focus of this course. **Pre or co-requisite: NUR 201 or NUR 202.**

304. Implementation: Contemporary Issues in Nursing Practice 3 credits

This course is designed to provide an overview of the development and contemporary status of nursing. A variety of legal, ethical, moral and professional issues pertinent to nurses will be examined and discussed. The changing health care system, the economics and social policies that drive these changes, and the impact that these changes have on nursing will be discussed at length.

313. Community Case Management – Risk Reduction 0.5. credit

This course focuses on the influence of the family as the critical environment for the individual. Included in this course is a discussion of family development and function with clinical application. **Must be taken prior to or concurrently with NUR 314, concurrent with NUR 323 or NUR 324.**

314. Community Case Management – Implementation 0.5. credit

This course focuses on individual risk reduction in the context of the family. Risk reduction strategies will be developed for individuals and families with a focus on disease prevention. **May be taken concurrently with NUR 313, concurrent with NUR 323 or NUR 324.**

323. Planning for Nursing Care of the Reproductive Years 6 credits

This course explores the planning of nursing care for individual and family health related to genitourinary and reproductive issues. Environmental and societal factors are considered while promoting optimal health throughout the reproductive years.

156 Nursing

324. Planning for Nursing Care of Infants through Middle Adults 6 credits

This course explores the planning of nursing care for increasingly complex health issues on the diverse and vulnerable populations of the infant through middle adult. The client's health and high-risk behaviors, and how they impact the family and society, will be analyzed. Moral, ethical and environmental concepts will be integrated throughout.

333. Community Case Management – Disease Prevention 0.5 credit

This course explores the concepts of disease prevention in the context of the community in which individuals, groups and families interact. **Must be taken prior to or concurrent with NUR 334, concurrent with NUR 343 or NUR 344.**

334. Community Case Management – Disease Management 0.5 credit

This course deals with the concepts of illness management in the context of the community in which individuals, groups and families interact. **May be taken concurrently with NUR 333, concurrent with NUR 343 or NUR 344.**

343. Implementation: Concepts Of Mental & Maternal Health 6 credits

This course is designed to prepare the learner to implement nursing care to individuals, families and communities with complex mental and maternal health needs. Evidence-based practice will be implemented utilizing basic and complex technologies. The course will integrate the learner's previous knowledge, skills, and experiences in the provision of nursing care.

344. Implementation: Care of Clients with Complex Deviations in Health 6 credits

This course is designed to assist the learner to implement contemporary-based practice strategies while providing care for clients with complex deviations in health. Management of client care will be on expansion of the learner's knowledge base and clinical judgment, as a participant in the health care team, incorporating concepts of professionalism.

400. Health Assessment Process 4 credits

This course is designed for the RN student. It allows the student to hone current skills of inspection and auscultation, to develop skills of palpation, and percussion and the skill of using additional assessment instruments for an exam. There will be an emphasis on using the nursing process to identify client problems and develop a plan of care. The final course assessment will require the student to complete a Client History, a Head-to-Toe Physical Exam, and the development of a problem list and care plan.

440. Transcultural Healthcare Issues 3 credits

This course promotes cultural competency in the delivery of health care. The ultimate goal is for the learner to recognize, understand and appreciate cultural similarities and differences between their cultural orientation and another.

441. Practical Spanish for Healthcare Workers 3 credits

This course emphasizes vocabulary building with a focus on the development of conversational skills used in healthcare settings and in the daily life of the American-Hispanic community. It provides essential points in Spanish grammar for students whose profession requires a working knowledge of Spanish.

444. Community as Client**3 credits**

This course focuses on the concepts of health promotion, the principles of collaborative nursing care, the influence of the family as the critical environment for an individual, risk reduction strategies for the family, disease prevention, and illness management within the context of the individual and family in community. An assessment of a community will be a major component of this course. Students are expected to complete 16 hours of approved volunteer activity within the community they have assessed as a part of this course.

445. Community: A Quality of Life Approach**6 credits**

This course involves the learner in addressing quality of life issues of the individual, family and global community. Concepts related to the older (adult) population will be included.

446. Leadership: Developing a Quality Nursing Ethic**6 credits**

This course involves the learner in synthesizing professional nursing knowledge and skills to manage resources in an ever-changing health care climate. A major focus is the synthesis of personal qualities of effective leadership and management.

450. Nursing Research: An Evidence-Based Approach**3 credits**

Basic concepts and principles of research are considered within the context of nursing. The research report is used as the framework for understanding research. Emphasis is placed on the importance of evidence-based nursing by critiquing clinical research articles in order to determine whether the profession of nursing incorporates research findings in its practice.



*Students taking a stroll through the
Core Education Center plaza.*

158 Philosophy

PHILOSOPHY

The study of philosophy offers students an opportunity to investigate, in the broadest systematic way, fundamental questions about reality, truth and value. Further, the discipline of philosophy promotes serious and sustained reflection upon the formation and application of ideas. The study of philosophy consequently offers immediate, practical use in addition to its well-known life-long value. The philosophic skills of thinking clearly, organizing coherently and analyzing insightfully will help students in all disciplines meet their goals.

Philosophy courses are designed to meet the needs of three classes of students: a) those wishing to approach liberal education through philosophy; b) those desiring an intensive study of philosophy preparatory to graduate study in some other field, e.g., law, theology or education; and c) those seeking preparation for a career as teacher or writer in philosophy.

MAJOR IN PHILOSOPHY (36 credits)

REQUIRED: *Foundational Courses* (6 credits): *Thematic Courses* (6 credits):

- | | |
|--|-----------------|
| 101 Introduction to Philosophy or | 421 Metaphysics |
| 111 Human Nature | 422 Ethics |
| 112 Logic | |

REQUIRED: *Historical Courses* (12 credits):

- | | |
|-------------------------|--------------------------|
| 221 Ancient Philosophy | 231 Modern Philosophy |
| 222 Medieval Philosophy | 232 Contemporary Thought |

ELECTIVES: Any 12 credits in Philosophy.

MAJOR IN RELIGION/PHILOSOPHY (36 credits):

REQUIRED: 8 Courses (24 credits)

- | | |
|--|------------------------------|
| PHL 101 Introduction to Philosophy or | REL 112 Christian Scriptures |
| PHL 111 Human Nature | REL 201 Moral Theology |
| PHL 121 Phil of Religion | PHL 421 Metaphysics |

Choose one course from each area:

Dogma

- REL 231 Ecclesiology & Ecumenism
REL 232 Christianity in History
REL 234 Christology

Worship/Sacraments

- REL 331 Sacraments: Encounter w/God
REL 332 Worship, Belief & Praxis
REL 333 Theology & Prac of Ministry

History of Philosophy

- | | |
|-----------------------------|------------------------------|
| PHL 221 Ancient Philosophy | PHL 231 Modern Philosophy |
| PHL 222 Medieval Philosophy | PHL 232 Contemporary Thought |

ELECTIVES: Any 12 credits from Philosophy or Religion.

MINOR IN PHILOSOPHY (18 credits)

REQUIRED: 2 courses (6 credits)

101 Introduction to Philosophy **or** 421 Metaphysics

111 Human Nature

ELECTIVES: Any 12 credits in Philosophy.

COURSE DESCRIPTIONS**101. Introduction to Philosophy****3 credits**

This course provides a general introduction to the method, history, and topics that comprise the discipline of Philosophy. The course introduces students to topics that include philosophical method (logic), ethics, epistemology, metaphysics, political philosophy, and philosophy of religion. Students will develop their skills for reading philosophical texts critically and will learn to reflect on many of the most fundamental questions about themselves as humans, their relationships to others, and to God.

111. Philosophy of Human Nature**3 credits**

A study of the nature of being human and the meaning of human existence. The course asks why and how people philosophize. Philosophers' answers to these questions will be presented and discussed.

112. Introductory Logic (POL 112)**3 credits**

This course investigates the forms of valid reasoning in the classical as well as in the modern symbolic systems of logic. The classical logic of the syllogism is covered via the Venn diagram method. Symbolic logic involves the propositional calculus, the logic of predicates and classes, and formal proofs of validity-invalidity. The treatment of induction emphasizes scientific method and the logical concept of probability. The aim of the course is both theoretical and practical; it aims at developing the student's ability to think clearly and rigorously and to understand the rules for such thinking.

121. Philosophy of Religion (REL 121)**3 credits**

This is the departmental introduction to the study of religion. Emphasis is placed on human experience of the divine and seeks to awaken an awareness of the diversity of the human response to the concept of the divine.

142. Christian Bioethics (REL 142)**3 credits**

This course examines significant issues in contemporary biomedical ethics. Students learn the major theological/philosophical principles employed by bioethicists and application of these principles to important cases. Students discuss current issues in contemporary health care within the context of the Christian perspective of respect for the dignity of human persons. The central question of the course is whether certain actions and practices affecting human life and health are consistent with an understanding of human beings as created in the *image and likeness of God*.

160 Philosophy

221. Ancient Philosophy (POL 221)

3 credits

A study of the philosophic thought and work of Plato and Aristotle as well as the thought and work of their predecessors. Selected Platonic dialogues and selections from the major works of Plato's best student, Aristotle, will be the focal point of examinations and discussion.

222. Medieval Philosophy

3 credits

A study of the philosophic thought and work of Augustine, Bonaventure and Thomas Aquinas as well as the thought and work of their contemporaries. Selections from the major works of Augustine, Bonaventure and Thomas Aquinas will be the focal point of examination and discussion.

231. Modern Philosophy

3 credits

A study of the period from 1600 to 1900 when the distinction between philosophy and the specialized disciplines arose. Special emphasis is placed upon Descartes. Locke (or Hume), Kant, Hegel and reactions to Hegelianism. This course provides important background material for Philosophy 342, 422, 433 and 434. Historically, it leads to Philosophy 232.

232. Contemporary Thought

3 credits

A survey of the principle currents of thought in the western world since 1900. The course will examine existentialism and the other, major philosophical schools of thought (Marxism, Pragmatism, Positivism, and Linguistic Analysis). Correlations between philosophic thought and the politics, scientific theories, art, and literature of the times will be studied. Especially recommended to English and history majors.

341. The Classics of Political Thought (POL 341)

3 credits

This course is a survey of seminal works in Political philosophy. Students examine and evaluate the political thought of thinkers such as Cicero, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Mill, Marx and Nietzsche.

342. Contemporary Political Philosophy (POL 342)

3 credits

This course is a survey of contemporary political thought. Students examine and evaluate selected works from contemporary political philosophers such as John Rawls, Robert Nozick, Thomas Nagel, Michel Foucault, Martha Nussbaum and others.

348. Epistemology: Problems of Knowing

3 credits

A study of how to judge a human being's claim to know the truth. In general, what can be claimed about the nature and the scope of human knowledge? In particular, what is the truth value of each of the various sorts of human knowledge—e.g., as expressed in moral and aesthetic claims? This course attempts a radical synthesis of the methods of knowing implicit in the Core Program.

355. Independent Study

1-3 credits

358-359. Great Thinkers

6 credits

An advanced study of enduring philosophic interest. The course's content is determined by the interests of the members of the department, the general faculty, and the students. Specifics are announced as the course is scheduled.

421. Metaphysics

3 credits

A search for the ultimate explanation of being human in the world in which we live; an inquiry into the changing, acting and existing that we experience in ourselves and in the world. Special emphasis is placed upon the relevance of metaphysical conclusions to human living.

422. Ethics: Problems of Acting

3 credits

An inquiry into the nature, the problems, the methods of ethics and theories of the good. Special attention is given to aiding students to clarify for themselves their own lived values.

433. Phenomenology & Behavioral Science (PSY 433)

3 credits

An introduction to the basics of phenomenology, with special emphasis on the model of being human, the theory of knowledge and the understanding of science as elaborated by Edmund Husserl and his disciples. The revolutionary developments which phenomenology has brought about in psychology and sociology are also studied.

Prerequisite: PHL 101 or PHL 111 or PSY 110.

434. Philosophy of Law (POL 434)

3 credits

An analysis and evaluation of the principle theories on the nature and the purpose of law currently taught in the great law schools of the United States: natural law, legal positivism, and legal realism or sociological jurisprudence. Through critical discussion of these theories and some of their practical and contemporary consequences, students are encouraged to formulate their own philosophy of law. Especially recommended to pre-law and political science students.

458-459. Great Issues in Philosophy

6 credits

An advanced study of themes of enduring philosophic interest. The course's content is determined by the interests of the members of the department, the general faculty, and the students. Specifics are announced as the course is scheduled.



Pumas marching in Chicago's annual Saint Patrick's Day parade.

162 Physical Education

PHYSICAL EDUCATION

Courses in physical education are designed to provide sound theory and practical application in a two-phased program (Phase I: Teacher Preparation; Phase II: Non-School based physical education). The curriculum acquaints students with professional skills, techniques and competencies while attending to their cognitive, psychomotor and affective development. Teacher preparation (Phase I) includes K-12 and 6-12 certification programs. Non-school-based physical education (Phase II) provides for preparation in health club/wellness management, athletic sales, recreation/leisure and a designer-structured major.

NON-TEACHING MAJOR IN PHYSICAL EDUCATION (36 credits)

REQUIRED: 7 courses (19 credits)

| | |
|---|--------------------------------|
| PE 111 History & Philosophy of PE | PE 327 Physiology of Exercise |
| PE 221 Kinesiology | PE 222 Basic Athletic Training |
| PE 112 Organization & Administration of PE, Athletics & Intramurals | |
| BIO 121 & 122 Human Anatomy & Physiology | |

ELECTIVES: 17 credits in Physical Education after consultation with advisor.

NOTES: Majors must earn 12 participation points accumulated as follows:

| | |
|---|------------------------------------|
| 3—in a varsity sport as a player | 3—as a trainer, manager or captain |
| 3—as an intramural assistant | 5—as a student coach |
| 3-5—on/off-campus in a supervised phys educ, recreational, or health program. | |

Any student entering Saint Joseph's from a junior college or transferring from another four-year college, will be given equivalent points for previous participation.

MINOR IN PHYSICAL EDUCATION (18 credits)

REQUIRED: 4 courses (10 credits)

| |
|---|
| PE 111 History & Philosophy of PE |
| PE 112 Organization & Administration of PE, Athletics & Intramurals |
| BIO 121 & 122 Human Anatomy & Physiology |

ELECTIVES: 8 credits in Physical Education after consultation with advisor.

MINOR IN ATHLETIC TRAINING (26 credits)

Undergraduate preparation for most Commission on Accredited Allied Health Education Programs (CAAHEP) accredited Master's degree programs in athletic training. *Students majoring in Physical Education may not minor in Athletic Training.*

REQUIRED: 9 courses (26 credits)

| | |
|--|-------------------------------------|
| PE 328 Therapeutic Modalities & Exercise | PE 224 First Aid or PE 127 Int Swim |
| PE 327 Physiology of Exercise | PE 323 Advanced Athletic Training |
| PE 221 Kinesiology | PE 326 Org & Admin of Health Educ |
| PE 222 Basic Athletic Training | BIO 121 & 122 Human Anat & Phys |

Electives Recommended:

| | |
|--|------------------|
| PSY 110 Intro to Psychology | PE 216 Nutrition |
| PE 325 Measurements in Health and Physical Education | |

COURSE DESCRIPTIONS**111. History and Philosophy of Physical Education 2 credits**

A basic course presenting a critical evaluation of social, economic, and political forces associated with the development of physical education throughout its history, and introducing the student to the fundamental facts and principles associated with motivation, program, instruction, supervision, administration, and evaluation in the field of physical education.

112. Organization and Administration of Physical Education, Athletics and Intramurals 2 credits

Addressing or developing a philosophy based upon institutional policy and client needs relative to the administration of public or private programs. Emphasis upon historic contributions and directed toward scientific application(s) of theory 21st-century scenarios.

113. Gymnastics and Rhythmic Exercises 2 credits

Tumbling, floor and kinesthetic exercises, and fundamentals of rhythm relating to Core I concept of selfness. Introduction to computer software and utilization of biofeedback experiments.

114. Advanced Gymnastics 2 credits

Use of apparatus to develop teaching/coaching/judging competencies. Emphasis on all-round routines, previewed by the learning of individual stunts.

118. Driving Range Instruction 3 credits

Methods and techniques employed in behind-the-wheel instruction including: tracking, turns, parking and turnabouts with a special emphasis in accident avoidance; all in a controlled environment. **Departmental approval required.**

119. Traffic Safety and Risk Management 3 credits

The course is designed to prepare teachers in methods, materials and administrative techniques related to effective driver education in the secondary schools. The course will include consideration of the areas of vehicle capabilities and limitation, highway safety regulations and control, and the dynamics of traffic safety. Students are expected to evaluate and adopt PUMA model.

125. Swimming – Water Safety 1 credit

Beginning swimming skills; stroke improvement, rescue and water safety.

127. Intermediate Swimming – Water Safety 2 credits

Intermediate swimming skills. Special emphasis on methods and materials for teaching. Involves lifeguard certification and replaces first aid-CPR.

164 Physical Education

Sport Activities

1 credit each

These courses emphasize the teaching techniques, knowledge, background, rules, basic fundamentals, game strategy, and the selection and care of equipment for the sport.

- | | | |
|----------------------------------|------------------------------|-----------------------------------|
| 150. Sport of Racquetball | 155. Sport of Archery | 160. Orienteering |
| 151. Sport of Golf | 156. Sport of Bowling | 162. Sport of Wrestling |
| 152. Sport of Badminton | 157. Weight Training | 163. Sport of Softball |
| 153. Sport of Tennis | 158. Rock Climbing | 164. Lacrosse |
| 154. Aerobics(non-dance) | 159. Fencing | 165. Rugby |
| | | 166. Sport of Field Hockey |

Limit of 4 credits from 150-166 count toward graduation requirements. Physical education majors and minors receive regular letter grades in these courses; all other students receive Pass/Not-pass grades.

215. Activities for Elementary Grades

2 credits

An overview of dramatic play, games, rhythemics, playground/gymnasium procedures and methods relating to the development of dynamic professional leadership in the area of elementary activities. Emphasis on planning and implementing.

216. Nutrition

3 credits

Overview of nutrition as it relates to societal needs and available information. The examination of current theories and literature in nutrition as it relates to fitness and health with special emphasis on somatotypical differences and trends.

217. Traditional Folk and Square Dance

2 credits

A study of singing games, play parties, folk, square and ball room dances, all of which have set formations, step movements and sequences with emphasis in teaching methods and techniques.

219. Creative Movement and Dance

2 credits

Body movement as a medium of expression and communication; techniques and composition in dance; methods and materials for teaching creative movement in elementary and secondary schools.

221. Kinesiology

3 credits

The study of human motion. The course covers a basic analysis of human movement through a study of mechanical principles and the functions of muscles, levers and neuromuscular controls. This includes an analysis of movements involved in various sports with emphasis on proper movements and identification of the causes of errors in performance. **BIO 121, 122 or departmental approval required.**

222. Basic Athletic Training

3 credits

This course focuses on the basic aspects of athletic training, accomplished through lecture and laboratory experiences. The basic athletic training student will gain knowledge in the following areas: prevention, recognition and care of athletic injuries; physical conditioning; medical nomenclature; evaluation of padding and protective devices; basic taping and rehabilitation principles. **BIO 121, 122 or departmental approval required.**

224. First Aid 2 credits

A comprehensive study of principles and procedures of first aid treatment for sudden illness and accidents. Guidelines shall follow the American Red Cross model(s). Comprehensive certification may be available; these are to be agreed upon during the first week of classes. Materials fee.

226. Advanced Swimming – Water Safety 3 credits

Advanced swimming skills. Involves WSI and LGI certification.

230. Coaching of Basketball 2 credits

Theory and practice of the fundamentals of basketball. A study of the history, rules, strategy, styles of play, organization of practice, individual and team conditioning, officiating and other coaching problems connected with this sport.

232. Coaching of Volleyball 2 credits

Theory and practice of the fundamentals of volleyball. A study of the history, rules, strategy, styles of play, organization of practices, individual and team conditioning, and other coaching problems connected with the sport.

233. Coaching of Baseball 2 credits

Theory and principles of the fundamentals of baseball. A study of the history, rules, strategy, organization of practice, individual and team conditioning.

234. Coaching of Track and Field Events 2 credits

Theories and principles of the fundamentals involved in track and field events. A study of the rules, history, organization of practice, individual and team conditioning, administration of program, facility layout, program of maintenance, and officiating.

235. Coaching of Football 2 credits

Theory and practice of the fundamentals of football. A study of the history, rules, strategy, styles of offense and defense, organization of practice, individual and team conditioning, officiating and other coaching problems involved in this sport.

238. Coaching of Interscholastic Sports 3 credits

A study of the philosophy of coaching, strategy and styles of play, organization of practice periods, individual and team conditioning, situational leadership models, handling of emergencies, and management of sports.

240. Recreation Field Experience 1-3 credits

A planned excursion into recreation via camping experience, nature study, series, or a combination of active/passive activities. **Project acceptance by Academic Dean and Physical Education Staff required.**

241. Leisure and Recreation 3 credits

Bimodal emphasis providing broadest possible understanding of worthy and productive use of leisure time. Designed to develop professional leadership and to maximally inform consumer.

166 Physical Education

243. Officiating Sports

2 credits

Special officiating consideration shall be given to a number of sports; emphasis shall be placed upon knowledge, interpretation and mechanics. Sports covered may include, but are not limited to: basketball, volleyball, soccer, and other(s) agreed upon during the first week of classes.

261. Coaching of Soccer

2 credits

Theory and fundamentals relative to the coaching of soccer. A study of the history, rules, strategies, components of offense and defense, organization of practices, conditioning and application to all-age populations.

320. Behind the Wheel Instruction

3 credits

This course is designed to provide laboratory experience in "behind-the-wheel" instruction. The course will include a sequence of activities and drills necessary in the dual control instructional automobiles, a familiarity with the use of classroom simulators, computer instruction, and testing procedures for safe driving techniques. **Departmental approval required.**

323. Advanced Athletic Training

3 credits

This course focuses on the advanced aspects of athletic training, accomplished through lecture and laboratory experiences. The advanced athletic training student will gain knowledge in the following areas: advanced injury recognition, taping procedures and rehabilitation; diet; drug education; budget and supplies; facility design; physical therapy modalities; history and code of ethics of N.A.T.A. **Departmental approval required.**

324. Psychology of Coaching

3 credits

A study of the psychological and social forces which have impacted relationships among: coaches, performers and spectators, and the effect(s) of those relationships on human behavior. **Prerequisite: PSY 110 or department approval.**

325. Measurements in Health and Physical Education

3 credits

A study of measurement and evaluation as applied to health, physical education, and recreation. Principles of test construction, types and characteristics of individual and group tests, application of such tests to school populations and evaluation of results. Includes computer applications.

326. Organization and Administration of Health Education

3 credits

This course is designed to prepare students for their role as health educators and to develop administrative skills for the coordination of the school health/wellness program in conjunction with community health agencies and services. It provides a comprehensive knowledge base of the health/wellness continuum from birth to death including all mental and physical deterrents to optimal health that confront the school-age population. Provides curriculum development K-12 and includes: stress management/coping mechanisms, substance abuse, STDs, HIV/AIDS, and issues germane to specific cultural needs within school populations.

327. Physiology of Exercise**3 credits**

A study of the physiological functions of the body designed to provide the student with a basic understanding of the physiological principles underlying the processes that are so important to physical fitness and athletic performance. "Hands-on" client experience(s) provided in Wellness Maintenance Laboratory. **Departmental approval required.**

328. Therapeutic Modalities and Exercise**3 credits**

This course focuses on the theory, principles, and practice of the healing and physical restoration of the injured athlete. Knowledge will be gained in the areas of rehabilitation of injuries, treatment techniques, the use of physical agents, and different techniques used to help promote the body's healing process. Course topics will be covered through lecture and laboratory experiences. **Prerequisite: BIO 122.**

455. Independent Study**1-3 credits****490. Internship****3-9 credits**

A student playing pool in the College's snack bar.

168 Political Science
POLITICAL SCIENCE

The Political Science major offers students an opportunity to gain a systematic understanding of the role of government and political behavior in human societies of the past and present. Such understanding is an important element of a modern college education and contributes significantly to professional and civic judgment. Concentration in political science serves as an appropriate undergraduate preparation for the teaching or practice of politics, the entry into law school, government, business, teaching or the foreign service.

MAJOR IN POLITICAL SCIENCE (37 credits)

REQUIRED: 6 courses (19 credits)

| | |
|-----------------------------|----------------------------------|
| 101 American Politics | 104 Political Theory |
| 102 Comparative Politics | 225 Statistics |
| 103 International Relations | 401 Seminar in Political Science |

Choose 3 credits from:

| | |
|------------------------|------------------------------|
| 112 Introductory Logic | 323 Argumentation and Debate |
|------------------------|------------------------------|

Students must also specialize in two of the following three subfields. One subfield, from which the students will choose three courses (9 credits), will constitute the student's primary subfield. The second subfield, chosen by the student, will constitute the student's secondary subfield. Six credits must be taken from this subfield.

American Politics Subfield

| | |
|---|-----------------------------|
| 204 Topics in Constitutional Law | 304 Presidency and Congress |
| 403 Constitutional Law – The American Community | 405 Policy Analysis |
| 404 Constitutional Law – The Bill of Rights | |

Comparative and International Politics Subfield

Choose 6 credits (3 if secondary subfield) from:

| | |
|---------------------------------------|---------------------------------------|
| 209 U.S. Foreign Policy | 406 Human Rights |
| 310 Women in Politics and Development | 407 International Law & Organizations |
| 312 International Finance | |

Choose 3 credits from:

| | |
|------------------------------|----------------------------|
| 242 Latin American Politics | 343 History of Modern Asia |
| 282 Twentieth Century Europe | 345 Modern Middle East |

Political Theory Subfield

| | |
|---------------------------------------|---------------------------------------|
| 221 Ancient Philosophy | 342 Contemporary Political Philosophy |
| 341 The Classics of Political Thought | 434 Philosophy of Law |

MINOR IN POLITICAL SCIENCE (18 CREDITS)

REQUIRED: 4 courses (12 credits)

| | |
|--------------------------|-----------------------------|
| 101 American Politics | 103 International Relations |
| 102 Comparative Politics | 104 Political Theory |

In addition, students must take two courses (6 credits) of Political Science electives; these courses must be taken from two different subfields (see major).

COURSE DESCRIPTIONS**101. American Politics****3 credits**

A study of the formal and informal institutions of American national government and politics: The Constitution, the Presidency, Congress, the federal court system, political parties, pressure groups, public opinion, recent foreign policy, the federal bureaucracy, voting behavior. Attention is also given to current problems and issues.

102. Comparative Politics**3 credits**

A comparison of modern political life in different types of societies. Similarities, differences, and alternative explanations of the patterns of modern politics are evaluated.

103. International Relations**3 credits**

An examination of the modern context of international relations: nationalism, imperialism, power politics, the evolution of supranational forms of political organizations, and the politics of international security, global trade, and international law. Major power shifts of the 1990s will guide discussion about the future prospects for international conflict and peace.

104. Political Theory**3 credits**

An analysis of a number of concepts and ideas through a consideration of the work of such authors as Ayn Rand, Elie Wiesel, Albert Camus, Upton Sinclair, Ursula Le Guin, Arthur Koestler, and Aldous Huxley.

112. Introductory Logic (PHL 112)**3 credits**

This course investigates the forms of valid reasoning in the classical as well as in the modern symbolic systems of logic. The classical logic of the syllogism is covered via the Venn diagram method. Symbolic logic involves the propositional calculus, the logic of predicates and classes, and formal proofs of validity-invalidity. The treatment of induction emphasizes scientific method and the logical concept of probability. The aim of the course is both theoretical and practical; it aims at developing the student's ability to think clearly and rigorously and to understand the rules for such thinking.

204. Topics in Constitutional Law**3 credits**

A concentrated analysis of the work of the United States Supreme Court in a specific area of law. In addition to the work of the Court, students in this class are also exposed to a large number of extra-legal analyses of the areas under consideration.

209. U.S. Foreign Policy (HST 209)**3 credits**

A survey of the major ideas, factors, and decisions that have and continue to shape U.S. foreign policy. The course includes in-depth analysis of several challenges and decisions facing current foreign policy makers.

221. Ancient Philosophy (PHL 221)**3 credits**

A study of the philosophic thought and work of Plato and Aristotle as well as the thought and work of their predecessors. Selected Platonic dialogues and selections from the major works of Plato's best student, Aristotle, will be the focal point of examinations and discussion.

170 Political Science

225. Statistics (PSY 225; SOC 225)

4 credits

An introduction to statistical methods covering data description, graphing techniques, measurement scales, standardized scores, correlation, regression, elementary probability, repeated measures and independent-groups t-tests, one way and factorial analysis of variance, chi-square, and general non-parametrics. The approach to these topics is more conceptual than numerical or mathematical. A prior knowledge of junior high school algebra is strongly encouraged.

242. Latin American Politics

3 credits

This course is an introduction to the cultural, social, and economic origins of modern Latin American political systems. Part one of the course will trace the origins of Mexico, the Caribbean, Central America, and South America from Spanish and indigenous origins through colonization and independence. Part two of the course will focus on authoritarian and democratic regimes from 1945 to the present.

282. Twentieth Century Europe (HST 282)

3 credits

A survey of 20th century Europe focusing on political, social, economic, and cultural changes from Britain to Russia (former USSR) with emphasis on the two world wars, the Cold War, and the European Economic Union.

304. The Presidency and Congress

3 credits

An examination of the evolution of the Presidency and Congress from Independence to the present.

310. Women in Politics and Development

3 credits

A survey of women worldwide who are involved in processes of change. A review of the literature and appropriate methodologies serve as the framework. Over 60 case studies are examined. Topics of study include women in the world political economy, resistance politics, formal political structures, human rights, and sustainable development.

312. International Finance (ECN 312, FIN 312)

3 credits

An introduction to international trade and international financial markets. The trade component covers comparative advantage, tariffs, and the benefits and costs of increasingly open global trade. The markets component covers topics on balance of payments, foreign currency markets, hedging with forwards, futures and options, and special considerations for businesses conducting international trade.

323. Argumentation and Debate (COM 323)

3 credits

The study of argumentation techniques used in formal and content debating, preparation of the brief, strategy, use of evidence, affirmative and negative structure on current and national issues. **Prerequisite: Core 4.**

341. The Classics of Political Thought (PHL 341)

3 credits

This course is a survey of seminal works in political philosophy. Students examine and evaluate the political thought of such thinkers as Cicero, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Mill, Marx and Nietzsche.

342. Contemporary Political Philosophy (PHL 342) 3 credits

This course is a survey of contemporary political thought. Students examine and evaluate selected works from contemporary political philosophers such as John Rawls, Robert Nozick, Thomas Nagel, Michel Foucault, Martha Nussbaum and others.

343. History of Modern East Asia (HST 343) 3 credits

A survey of the historical development of Asia and East Asia in the 18th through 21st centuries with a focus on local patterns of societal, cultural, economic, and political development, with special attention paid to China, Japan, Korea, and Vietnam.

345. Modern Middle East (HST 345) 3 credits

A survey of the major developments in the Middle Eastern countries between Libya in the West and Iran in the East with a major emphasis on late 19th and 20th century trends.

401. Seminar in Political Science 3 credits

Builds on classes the student has taken in the discipline and the College's Core Program by emphasizing reflective assessment and the development of an original research proposal. **Junior or Senior standing.**

403. Constitutional Law – The American Community 3 credits

An examination of Supreme Court decisions concerned with the separation of powers, federalism, the regulation of commerce contracts, taxing and spending, and the state police power.

404. Constitutional Law – The Bill of Rights 3 credits

An examination of Supreme Court decisions concerned with the definition of American rights in the areas of freedom of speech, press, assembly, association, and religion; church-state relations; racial discrimination; political radicalism and subversion; procedures in criminal prosecution.

405. Policy Analysis 3 credits

An introduction to theories of policy making, policy evaluation, policy implementation, agenda setting, etc., through an analysis of government and private activity in such areas as foreign policy, school desegregation policy and housing policy.

406. Human Rights 3 credits

An investigation of human rights practices and violations worldwide with a focus on the theoretical foundations of human rights claims.

407. International Law and Organizations 3 credits

A study of the origins, relevance, and potential of international law and organizations. Areas such as human rights, international criminal law, environmental law, women's rights, and organizations such as the United Nations, International Monetary Fund, World Trade Organization and non-governmental organizations are covered.

415. Topics in Political Science 3 credits

434. Philosophy of Law (PHL 434)

3 credits

An analysis and evaluation of the principle theories on the nature and the purpose of law currently taught in the great law schools of the United States; natural law, legal positivism, and legal realism or sociological jurisprudence. Through critical discussion of these theories and some of the practical and contemporary consequences, students are encouraged to formulate their own philosophy of law. Especially recommended to pre-law students.

455. Independent Study

1-3 credits

This class provides students with an opportunity to develop an original research program with consent of the instructor. While students are encouraged to register for Independent Study, the course cannot be counted toward progress in the major or minor.

490. Internship

3-9 credits

Students are strongly encouraged to consider the possibility of obtaining practical experience in a political organization/institution of their choice. Organizations with an international or domestic focus might be considered by the student. Faculty support is available for arranging internship credits. Up to nine credits can be earned for the internship. Internship credits can be taken as part of the student's general college electives and cannot be counted toward progress in the major or minor.



A student athlete participating in a spring track meet.

PSYCHOLOGY

Psychology is a field of inquiry that is sometimes defined as the science of mind, sometimes as the science of behavior. It concerns itself with how and why organisms do what they do. The phenomena that psychology takes as its province cover an enormous range. Some border on biology, others on social sciences such as anthropology and sociology. Fundamentally, psychology concerns itself with four major topics or questions: action (What is it that organisms do and how do they do it?); learning (What do organisms know and how do they come to know it?); social behavior (What influences do social interactions have on the individual's actions, motives, thoughts, and knowledge?); and, individual differences (How and why do individuals differ in their actions, cognitions, and social behaviors?).

A major in psychology is an appropriate preparation for a wide range of vocational paths. Psychology majors have traditionally been able to pursue advanced degrees in areas other than psychology (e.g., law, medicine, literature, journalism, business administration, organizational behavior, etc.) as well as in any of the specialized areas within psychology proper (e.g., clinical, counseling, school, industrial, experimental, etc.). Psychology majors have also traditionally been able to secure immediate employment in a wide range of careers outside mainstream psychology (e.g., business administration, management, human service provision, education support positions, and research and development positions) as well as in more traditional psychological positions (e.g., case worker, social worker, guidance counselor, vocational placement specialist, social service provider).

The early childhood minor is open to non-education department students. It is designed to provide knowledge, theory, and practical experience to those students interested in pursuing careers working with young children or graduate study about young children. Field experience placements will be in local social service agencies.

MAJOR IN PSYCHOLOGY (44 credits)

REQUIRED: 14 courses (44 credits)

| | | |
|---|-------------------------|-----------------------------|
| 110 Intro to Psych | 216 Social Psych | 326 Theories of Counseling |
| 119 Marriage & Family | 225 Statistics | 335 Measuremnt & Evaluation |
| 125 Theories of Personality | 237 Physiological Psych | 446 Systems & Theories |
| 212 Experimental Psych | 324 Abnormal Psych | 448 Professional Seminar |
| 123 Developmental Psych or 124 Child and Adolescent Development | | |
| 238 Learning & Memory or 239 Cognitive Psych | | |

MINOR IN PSYCHOLOGY (18 credits)

REQUIRED: 1 course (3 credits): 110 Intro to Psychology

Choose 3 credits from:

- 120 Human Sexuality
- 123 Developmental Psych
- 124 Child and Adolescent Development
- 237 Physiological Psychology

Choose 3 credits from:

- 125 Theories of Personality
- 324 Abnormal Psychology
- 326 Theories of Counseling

ELECTIVES: Any 3 credits in Psychology

Choose 3 credits from:

- 119 Marriage & Family Life
- 134 Industrial & Organizational Psych
- 216 Social Psychology

Choose 3 credits from:

- 238 Learning & Memory
- 239 Cognitive Psychology
- 446 Systems & Theories in Psych

174 Psychology

MINOR IN EARLY CHILDHOOD (18 credits) FOR NON-EDUCATION MAJORS

REQUIRED: 3 courses (9 credits)

110 Intro to Psychology 124 Child and Adolescent Development
447 Seminar in Applied Developmental Psychology

Choose 9-10 credits; at least one course from each area:

Education(Early Childhood sections) *Psychology and Nursing*

EDC 121 Literacy Learning Environments PSY 119 Marriage & Family Life

EDC 211 Interdisciplinary Inquiry PSY 231 Multimedia Educ Early Childhood

EDC 221 Instructional Strategies PSY 326 Theories Counseling & Psychotherapy

EDC 322 Curriculum Theory NUR 208 Family & Community Health Theory

COURSE DESCRIPTIONS

098. Concepts of Learning Proficiency

1 credit

Students will explore a model of learning that consists of four major components: characteristics of the learner, the nature of the material, the nature of the assessment tasks, and the activities of the learner. Students will be encouraged to think critically of their role as a student/learner. The course will also provide students with a thorough knowledge of study skills, techniques, and guidelines by which to use them. This course credit does not apply toward a major or minor requirement in psychology.

101. Lab in Alcohol Education

1 credit

A broadly based course which covers the following: human nutrition, use and abuse of drugs and alcohol, homeostasis, sexuality, stress, aging, exercise physiology and changing lifestyles, cancer and radiation, disease and the immune system, heart disease, and human genetics.

110. Introduction to Psychology

3 credits

An introductory survey of the methods, findings, and theories of modern psychology. Areas discussed include: physiological psychology, sensation and perception, learning, motivation, human development, personality, abnormal behavior, therapy methods, and social behavior.

116. Psychology of Personal Adjustment

3 credits

This course focuses on the factors that influence one's interpersonal effectiveness and satisfaction with life. Self-knowledge and personal application of psychological principles are stressed. Topics covered include: personal growth, intimate relationships, career decision making, loneliness, death, and values clarification.

119. Marriage and Family Life (SOC 119)

3 credits

A review of the social-cultural factors that shape the nature of courtship, marriage, and family relationships. Special emphasis is placed on changes in contemporary Western societies. The dynamics of marriage and family life are discussed in detail. Self-actualization of individual family members, communication within the family, and task-orientation are taught as skills.

120. Human Sexuality**3 credits**

The major objective of this course is to promote an informed acceptance of one's own sexuality and that of others through a thorough examination of what is now known on the subject. The course focuses on the widely varying range of emotions, attitudes, and behavior that are associated with one's understanding of one's own sexual anatomy and physiology and that of others.

123. Developmental Psychology**3 credits**

This course will study human development from conception to death. The development of human intellectual, emotional, social and psychological processes will be considered as well as certain aspects of physical development. **Prerequisite: PSY 110.**

124. Child and Adolescent Development**3 credits**

This course will focus on the development of children and adolescents and include such topics as physical growth and the development of cognitive, social, emotional and intellectual processes. **Prerequisite: PSY 110.**

125. Theories of Personality**3 credits**

This course is a survey of the major theories that have influenced contemporary thought on the subject of personality. Personality theory itself is viewed as a way of understanding the behavioral consistency an individual exhibits from one situation to another, as well as the behavioral inconsistency a given individual often exhibits. **Prerequisite: PSY 110.**

134. Industrial and Organizational Psychology**3 credits**

This course studies the application of psychological theories and methods to problems in the work context. Special attention will be given to the effects of organizational manipulations on individual behavior. Topics will include current issues and traditional areas (personnel selection, motivation, job satisfaction, work environment, human performance). **Prerequisite: PSY 110.**

212. Experimental Psychology**4 credits**

An examination of the experimental approach to understanding behavior. Students gain experience designing, conducting, analyzing, and reporting experimental research in psychology through laboratory projects. Typical research topics include such areas as social psychology, learning, etc. Lab fee. **Prerequisites: PSY 110 and 225.**

216. Social Psychology (SOC 216)**3 credits**

This course covers material that is at the intersection between Psychology and Sociology. Both of these disciplines take a slightly different yet related approach to the study of social psychology. During this course we will discuss central issues from both Psychological Social Psychology (P.S.P.) and Sociological Social Psychology (S.S.P.). The following topics are covered: research methods, influence, conformity, attribution, attitudes, authority, social influence, gender, self, socialization, symbolic interaction, emotions, status characteristics, social exchange, and interdependence. **Prerequisite: PSY 110 or SOC 111.**

176 Psychology

225. Statistics (SOC 225; POL 225)

4 credits

An introduction to statistical methods covering data description, graphing techniques, measurement scales, standardized scores, correlation, regression, elementary probability, repeated measures and independent-groups t-tests, one way and factorial analysis of variance, chi-square, and general non-parametrics. The approach to these topics is more conceptual than numerical or mathematical. A prior knowledge of junior high school algebra is strongly encouraged.

230. Computer Applications in Social Science Research

3 credits

This course investigates the uses of the computer as a tool in social science research. Topics covered include: history, computer hardware and software, applications in various research settings, programming languages, data collection, data analysis, word processing, and elementary programming. **Prerequisites: PSY 110 and 225.**

231. Multimedia Education for Early Childhood

3 credits

This course will focus on the use of multimedia technologies in the teaching of art, music, and play to young children and will include supervised experience in working with children. **Prerequisite: PSY 123 or PSY 124.**

232. Sensation & Perception

3 credits

An introduction to the current theory and research in sensation and perception with special emphasis on visual processes. Topics include sensory discrimination, recognition, attention, and the role of motivation in perception. **Prerequisite: PSY 110.**

237. Physiological Psychology

3 credits

This course investigates the relationship between the brain and behavior, between physiological functions and behavior. Major emphasis will be placed on understanding the function of the central and peripheral nervous systems and how they relate to areas of motivation, perceptual and motor systems, sleep and wakefulness, language and memory. **Prerequisite: PSY 110.**

238. Learning and Memory

3 credits

This course will cover the major areas and theories of learning. Issues in classical and operant conditioning will be discussed. Areas in current learning, species-specific behaviors, and preference will also be covered. Part of the course will also be devoted to human learning, memory capacity, and knowledge acquisition. **Prerequisite: PSY 110.**

239. Cognitive Psychology

3 credits

This course covers the areas of human judgment, problem solving, psycholinguistics, information processing, artificial intelligence, memory, sensation, and perception. **Prerequisite: PSY 110.**

240. Topics in Psychology/Psychological Services

3 credits

This course is flexible in content, with its focus determined by student and faculty interest, current trends, and departmental needs. Examples of possible topics include counseling, guidance, exceptional individuals, problems of the aged, animal behavior, etc.

255. Independent Study in Psychology

1-3 credits

A flexibly structured course to allow the advanced student to pursue individual study in a specific area under the supervision of a member of the department.

324. Abnormal Psychology

3 credits

The dynamics of abnormal behavior are studied as the basis for detailed consideration of the neurotic personality, psychosomatic disorders, and behavior deviations. Further topics include the effects of brain injuries and the major psychoses, especially schizophrenia. Considerable attention is given to the specific methods of psychotherapy.

Prerequisite: PSY 110.

326. Theories of Counseling and Psychotherapy

3 credits

This course is a survey of the major theories that have influenced contemporary psychological thought on the subject of psychotherapy. Psychotherapy is viewed as an interpersonal process designed to bring about modifications of feelings, cognitions, attitudes, and behaviors which have proven troublesome to the person seeking help from a trained professional. The basic assumption of the course is that therapeutic skills and attitudes are learned, not endowed. **Prerequisites: PSY 110.**

335. Psychological Measurement and Evaluation

3 credits

This course is designed to study the theory, administration, scoring and interpretation of the standard instruments employed in psychological measurement and evaluation. Emphasis is given, in particular, to the assessment of intellectual ability, aptitudes and achievement, and personality functioning. **Prerequisites: PSY 110 and 225.**

360. Practicum

1-3 credits

The practicum experience is a supervised out-of-class experience with clinical populations that takes place in a psychological care delivery setting. The purpose of the clinical training experience is to provide the environment and opportunity for students to apply their theoretical knowledge, to implement and develop clinical techniques based on this knowledge, and to foster the identity as a psychologist. Evaluation of each student in the clinical field focuses on three areas: theoretical knowledge base, clinical skills, and professional attitudes. **Prerequisites: PSY 123 or 124, 125, 324, 326, Junior or senior standing.**

390. Field Experience (Internship)

3-9 credits

An assignment of eight to fifteen weeks with an approved organization. Each student will be assigned to a professional supervisor and will carry out a variety of on-the-job tasks. **Prerequisite: Department approval.**

433. Phenomenology and Behavioral Science (PHL 433)

3 credits

An introduction to the basics of phenomenology, with special emphasis on the model of being human, the theory of knowledge and the understanding of science as elaborated by Edmund Husserl and his disciples. The revolutionary developments which phenomenology has brought about in psychology and sociology are also studied.

Prerequisite: PHL 101 or PHL 111 or PSY 110.

178 Psychology

446. Systems and Theories in Psychology

3 credits

A comprehensive and synthesizing course for upper-level psychology majors or minors. An attempt is made to integrate the entire field of psychology into a meaningful structure. **Prerequisite: 12 credits of psychology.**

447. Seminar in Applied Developmental Psychology

3 credits

This course will require that students apply in non-laboratory settings the theory of and research in developmental psychology to promote human growth and development. Supervised field experience with children will be a part of the course. **Prerequisites: PSY 123 or PSY 124, Junior or Senior standing.**

448. Professional Seminar

3 credits

Intensive consideration of student-selected topics led by the students themselves with guidance from the staff. A major project (e.g., a research experiment or literature review) will be required of all students. Also required will be the presentation of said projects in a colloquium setting. Required for graduation of all students majoring in Psychology. **Prerequisite: 24 credits of psychology.**

454. Social Science Seminar (SOC 454)

3 credits

Intensive consideration of a problem or issue of interest to social scientists. This is an interdisciplinary course in which students interact with faculty and students from other departments in the social sciences and undertake a research project utilizing the methods and perspectives found in their own major discipline. For upper-level students. By invitation only.



*Students studying in the
Core Education Center foyer.*

RELIGION

The study of religion and its impact on our world is an integral part of the liberal education offered by Saint Joseph's College. Every student is required to deal with religious and philosophical concepts throughout the Core Curriculum. As a part of its Catholic identity, the College offers a deeper reflection and study of religion through a combined major with philosophy or a minor in religion.

Religious experience is universally a part of the human condition. The religion minor offers the student the opportunity to study and reflect on the foundational sources and the human response to the Divine through a system of beliefs, worship and morality. Both the Core Curriculum and the religious studies department recognize the importance of dialogue in our contemporary pluralistic world. The study of religion requires an integrative mind, utilizing the natural and humane sciences (psychology, sociology, anthropology, linguistics, etc.) and challenges the student toward an expanded world view.

MAJOR IN RELIGION/PHILOSOPHY (36 credits):

REQUIRED: 8 Courses (24 credits)

PHL 101 Introduction to Philosophy **or**
 111- Human Nature
 PHL 121 Phil of Religion
 PHL 421 Metaphysics

REL 112 Christian Scriptures
 REL 201 Moral Theology

Choose one course from each area:

Dogma

REL 231 Ecclesiology & Ecumenism
 REL 232 Christianity in History
 REL 234 Christology

Worship/Sacraments

REL 331 Sacraments: Encounter w/God
 REL 332 Worship, Belief & Praxis
 REL 333 Theology & Prac of Ministry

History of Philosophy

PHL 221 Ancient Philosophy PHL 231 Modern Philosophy
 PHL 222 Medieval Philosophy PHL 232 Contemporary Thought

ELECTIVES: Any 12 credits from Philosophy or Religion.

MINOR IN RELIGION (18 credits)

REQUIRED: 3 courses (9 credits):

111 Introduction to Hebrew Scriptures 112 Introduction to Christian Scriptures
 121 Philosophy of Religion

ELECTIVES: Any 9 credits in Religion.

180 Religion
COURSE DESCRIPTIONS

111. Introduction to Hebrew Scriptures **3 credits**

This course introduces the student to the study of the Hebrew Scriptures. A principle goal of the course is to become familiar with the various methodologies utilized in contemporary scripture study and to become aware of the major themes in the Hebrew Scriptures.

112. Introduction to Christian Scriptures **3 credits**

This course provides an introduction to the Christian Scriptures utilizing the tools of modern biblical scholarship. One of the goals of this course is to introduce the student to the sources and foundational themes of the Christian faith through a historical critical investigation of the Christian Scriptures.

121. Philosophy of Religion (PHL 121) **3 credits**

This is the departmental introduction to the study of religion. Emphasis is placed on human experience of the divine and seeks to awaken an awareness of the diversity of the human response to the concept of the divine.

142. Christian Bioethics (PHL 142) **3 credits**

This course examines significant issues in contemporary biomedical ethics. Students learn the major theological/philosophical principles employed by bioethicists and application of these principles to important cases. Students discuss current issues in contemporary health care within the context of the Christian perspective of respect for the dignity of human persons. The central question of the course is whether certain actions and practices affecting human life and health are consistent with an understanding of human beings as created in the *image and likeness of God*.

201. Studies in Moral Theology **3 credits**

An examination of Christian morality within its historical, theological, and psychological framework. This course will examine the principles affecting the moral life as a response to the Divine. It investigates themes such as formation of conscience, sin and guilt, grace and salvation, and the historical development of Christian morality. Special attention will be paid to contemporary concerns in Christian morality.

231. Ecclesiology and Ecumenism **3 credits**

A study of the Church through an investigation of several models to assist the student in understanding the nature and role of the Church throughout Christian history into contemporary times. There is special emphasis on ecumenical theology.

232. Christianity in History **3 credits**

This course provides a survey of Christian history. Special attention will be given to the methodological concerns of historical investigation. In some cases, a particular historical period may be the focus of the course.

234. Christology**3 credits**

An examination of the person Jesus the Christ. Students will be encouraged to investigate the development of the understanding and significance of Jesus through various Conciliar documents, to arrive at their own understanding of Jesus the Christ.

258-9. Religious Thinkers**3 credits**

An in-depth study of various major figures in the history of Christianity. This course offers the opportunity for serious investigation of a variety of religious thinkers utilizing interests of department members and student interest.

331. Sacraments: the Encounter with God**3 credits**

This course examines the sacraments as privileged ways of encountering God through human experiences of prayer in an assembled community. The relationship of the sacraments to Jesus and the Church will also be examined. Special attention will be paid to growing ecumenical agreement about sacraments.

332. Worship, Belief, and Praxis**3 credits**

A study of the expression of Christian worship through art and symbol. There is special concern for the nature and function of worship in Christianity. Attention will also be focused on the interaction of the liturgical life and life in the world.

333. Theology and Practice of Ministry**3 credits**

A study of Christian ministry, a theology of ministry, and the contributions to ministry made by other humane disciplines. The role of ordained and lay ministry will be examined as well as assisting the student in beginning to formulate her/his theology of ministry. This course would be recommended for students wishing to participate in some form of Church-related ministry.

355. Independent Study**1-3 credits****358-9. Special Studies in Religion****1-3 credits**

A study in a major religious topic. Courses reflect the interest and research of department members.

391. Ministry practicum**1 credit**

Offered in coordination with Campus Ministry, this offers the student an opportunity to reflect theologically on various ministries that the student has experienced, such as: retreats, youth groups, counseling, advocacy, and service work.

392. Liturgy practicum**1 credit**

Offered in coordination with Campus Ministry, this offers the student an opportunity to reflect theologically on his or her work with campus liturgies, parish liturgical planning, and other liturgical ministries.

SOCIAL WORK

The social work curriculum is designed to impart the knowledge, values, and skills human service professionals need to work in a variety of practice areas. The training is systematic and begins with the study of introductory concepts. Various types of clients, problems, and methods of addressing those problems are explored. The student's training culminates in supervised field placement experiences based on the student's particular career interest.

Social work graduates are employed in a wide variety of positions. Those who enter policy practice typically serve to educate and mobilize the public around a particular issue such as securing national health insurance for all Americans or repairing the social security system. Often policy practitioners lobby public officials or the courts to change the way social programs are administered and laws are enforced. Those who pursue clinical practice frequently work in the mental health field and provide services to meet community needs such as crisis intervention for clients who have experienced trauma. Other options include probation officer in a corrections setting, a counselor in a substance abuse milieu, a rehabilitation specialist in a center for juvenile delinquents, or as a job coach for the mentally retarded in a sheltered workshop. The career opportunities are as varied as our nation's array of social problems.

MAJOR IN SOCIAL WORK (36-37 credits)

REQUIRED: 10 courses (30 credits)

| | |
|---------------------------------|---|
| SWK 110 Intro to Social Work | SWK 310 Practice with Individuals |
| SWK 210 Contemporary Social Pol | SWK 311 Practice with Families & Groups |
| SWK 213 Human Diversity | SWK 315 Macro Practice |
| SWK 301 Human Behavior | SWK 410 Field Placement* |
| BIO 121 Human Anat & Phys I | POL 101 American Politics |

Choose 3 credits from:

| | |
|--------------------------------------|---------------------------------|
| SWK 212 Social Work Research Methods | PSY 212 Experimental Psychology |
| SOC 223 Research Methods | |

Choose 3-4 credits from:

| | |
|----------------------------|---|
| PSY/SOC/POL 225 Statistics | ECN 210 Statistics for Business & Economics |
|----------------------------|---|

* Students enroll for a minimum of 3 credits of SWK 410 (they can enroll for a maximum of 12 credits)

MINOR IN SOCIAL WORK (18 credits)

REQUIRED: 4 courses (12 credits)

| | |
|------------------------------|---------------------------------|
| SWK 110 Intro to Social Work | SWK 210 Contemporary Social Pol |
| SWK 213 Human Diversity | SWK 301 Human Behavior |

Choose 3 credits from:

| | |
|-----------------------------------|---|
| SWK 310 Practice with Individuals | SWK 311 Practice with Families & Groups |
|-----------------------------------|---|

Choose 3 credits from:

| | |
|--------------------------------------|---------------------------------|
| SWK 212 Social Work Research Methods | PSY 212 Experimental Psychology |
| SOC 223 Research Methods | |

COURSE DESCRIPTIONS

110. Introduction to Social Work

3 credits

This course covers the emergence of the social work profession: professional mission, knowledge, skills, values, practice settings, client groups, helping services, career patterns, and practice methods. Designed to assist students to consider their interest in and ability for careers in social work.

210. Contemporary Social Policy

3 credits

Course content provides students with knowledge and skills to understand the major policies and structures that form the foundation of contemporary social welfare services. Students learn to analyze issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills and use them to influence, formulate, and advocate for policy consistent with social work values.

212. Social Work Research Methods

3 credits

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy and social service delivery; and to evaluate their own practice.

213. Human Diversity and Social Work Practice

3 credits

Content emphasizes the interlocking and complex nature of culture and personal identity. Students are educated to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

301. Human Behavior and the Social Environment

3 credits

Content includes empirically based knowledge that focuses on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining health and well being.

310. Practice with Individuals

3 credits

Utilizing a strengths based systems approach to problem solving, this course introduces students to generalist social work practice and develops a beginning level of ethnic sensitive competence. **Prerequisite: SWK 110, SWK 301**

311. Practice with Family and Groups

3 credits

This course emphasizes social work interventions with families and small groups. Covers knowledge, skills, values, and ethics related to social work practice with families and treatment groups, with emphasis on diversity; social and economic justice, and empowerment, especially for oppressed and at-risk families and groups. **Prerequisite: SWK 110, SWK 301**

184 Social Work

312. Family Violence

3 credits

This course presents a comprehensive introduction to the study of family violence. Students are informed about current controversies in the field from a variety of perspectives-legal, medical and social. Numerous specialty areas covered include: spousal abuse, child physical abuse, sexual abuse, neglect, sexual offenders, and elder abuse.

313. Psychopathology: Clinical Case Management

3 credits

This course equips future mental health practitioners with a model and theory for case management with the mentally ill. Students learn assessment techniques, intervention strategies and empirical tools for monitoring symptoms and progress of clients with a variety of mental illnesses.

314. Regulating Women's Lives through Social Welfare Policy

3 credits

This course reconceptualizes the dynamics of the U.S. social welfare system from the perspective of gender, race and class. It examines the historical roots of gender roles and the effect upon women, family, and society. It will provide a practical framework for students to work with women and empower their female clients.

315. Macro Practice

3 credits

This course focuses on generalist practice theory and skills as applied to communities, organizations and oppressed populations. Issues of social justice and social action are emphasized. **Prerequisite: SWK 110, SWK 210, SWK 301**

316. Social Work with the Aged: Policy and Practice

3 credits

This course focuses on assessment of the intervention with elderly individuals and their families. It examines problems encountered by aging persons and prepares students with the wide range of skills and practice modalities necessary for effective practice with this population: group work, case management, consultation, and beginning skills in program planning and administration. The course also explores the development and scope of public policies directed toward older persons such as public and private insurance for chronic care needs, housing and community based services, income maintenance programs and future policies for the aged.

410. Field Placement

1-3 credits

Students choose from a variety of settings which provide applied experience in practice areas such as: gerontology, school social work, child welfare, family services, criminal justice, health, mental health, public welfare, developmental disabilities, hospice, domestic violence, medical social work, student affairs, research, needs assessment, community organizing and adolescent development. This course may be taken multiple times up to a maximum of 12 credits. **Prerequisites: Junior standing, SWK 110, SWK 310 and SWK 311. Fee.**

SOCIOLOGY

Sociology as a science of society and human interests develops our understanding of how we, as social beings, are woven into the fabric of our society; it aids us in understanding what is happening about us and what social forces are coming to bear on our lives. It is distinguished by two characteristics: 1) its approach to phenomena is scientific; 2) its subject matter is human interaction. The Department of Sociology also strives to introduce students to the scientific study of cross-cultural differences and similarities.

The Sociology major is designed to prepare students for continuing education on the graduate level or for immediate employment especially in social and public service. Those who major in sociology find their studies useful in seeking employment in industrial and personnel management programs, in counseling and directing activities for various age groups and in urban planning careers. Others who have majored in sociology pursued graduate studies in sociology or in the fields of social work, law, business administration, anthropology, education, and public administration.

MAJOR IN SOCIOLOGY (37 credits)

REQUIRED: 6 courses (19 credits)

| | | |
|------------------------|----------------------|-------------------------|
| 111 Intro to Sociology | 221 Social Theory | 224 Soc Research Design |
| 112 Culture & Society | 223 Research Methods | 225 Statistics |

Choose a minimum of 12 credits from:

| | |
|------------------------------------|---------------------------------------|
| 114 Social Problems & Soc Welfare | 227 Racial & Ethnic Relations |
| 115 Gender and Culture | 302 Political Sociology |
| 117 Juvenile Justice | 442 The Urban Community |
| 119 Marriage & Family | 443 Collective Action & Social Change |
| 216 The Individual & Society | 446 Criminal Law |
| 220 Criminology | 447 Law and Society |
| 222 The Social Self: Socialization | 454 Social Science Seminar |
| 226 Industrial Sociology | |

ELECTIVES: Any 6 credits from Sociology.

MINOR IN SOCIOLOGY (18 credits)

REQUIRED: 2 courses (6 credits)

| | |
|------------------------|-----------------------|
| 111 Intro to Sociology | 112 Culture & Society |
|------------------------|-----------------------|

Choose 9 credits from:

| | | |
|-------------------------------|-------------------------------|-------------------|
| 114 Social Problems & Welfare | 216 The Individual & Society | 220 Criminology |
| 119 Marriage & Family Life | 227 Racial & Ethnic Relations | 302 Political Soc |

ELECTIVES: Any 3 credits from Sociology.

186 Sociology
COURSE DESCRIPTIONS

111. Introductory Sociology

3 credits

This course is a study of human relationships. It is an introductory survey of the concepts, theories and methods used to explain social behavior.

112. Culture and Society

3 credits

This course focuses on the great diversity of living cultures revealing the range of human values, world-view, language and adaptations to survival. Theories of differences of culture—pre-literate and modern, the formation of personality and the importance of social structure will be studied.

113. Introduction to Criminal Justice (CJ 113)

3 credits

This course will offer students an overview of the entire field of criminal justice. Students are introduced to: elements of criminal law, profiles of offenders, profiles of victims of crime, the prevalence of crime, the enforcers of law, and the punishment of criminals. The course will also include information about the prevention of criminal activity.

114. Social Problems and Social Welfare

3 credits

In this course American perspectives on social problems and social welfare are placed in historical and theoretical context. Emphasis is given to: 1) the impact of social disparity and political and economic forces on problem/need definition; and 2) the contributions of different theoretical perspectives to problem analyses and strategies of social intervention.

115. Gender and Culture

3 credits

A study of male-female relations from a cross-cultural perspective. Consideration is given to the place of men and women in the social, economic, political and religious realms of various societies, including contemporary America, and to differing theories and conceptualizations of gender role differences and similarities.

117. Juvenile Justice (CJ 117)

3 credits

This course involves a study of the juvenile justice system. Areas of focus include: types of offenders, the extent of the juvenile delinquency problem, historical developments in the handling of juvenile offenders, and the current structure, objectives, responsibilities, and functions of the juvenile justice system. **Prerequisite: CJ/SOC 113.**

119. Marriage and Family Life (PSY 119)

3 credits

A review of the social-cultural factors that shape the nature of courtship, marriage and family relationships. Special emphasis is placed on contemporary Western societies. The dynamics of marriage and family life are discussed in detail. Self-actualization of individual family members, communication within the family, and task-orientation are taught as skills.

216. The Individual and Society; Social Psychology (PSY 216) 3 credits

This course covers material that is at the intersection between Psychology and Sociology. Both of these disciplines take a slightly different yet related approach to the study of social psychology. During this course we will discuss central issues from both Psychological Social Psychology (P.S.P.) and Sociological Social Psychology (S.S.P.). The following topics are covered: Research Methods, Influence, Conformity, Attribution, attitudes, authority, social influence, gender, self, socialization, symbolic interaction, emotions, status characteristics, social exchange, and interdependence. **Prerequisite: PSY 110 or SOC 111.**

220. Criminology (CJ 220) 3 credits

Study of the factors that cause crime and criminal behavior, organization of criminal behavior, theories and practices of criminal control and rehabilitation. **Prerequisite: CJ/SOC 113.**

221. Social Theory 3 credits

Social theory focuses on the organic, conflict and social behavioristic schools of theory. Representatives studied are the classical social theorists Durkheim, Marx, and Weber and selected modern theories. This course is an upper-level course required of majors and generally taken in junior or senior year. The course is taught in alternate years, the fall semester of even-numbered years. **Prerequisite: SOC 111.**

222. The Social Self: Socialization 3 credits

A study of the process by which people acquire physical, mental and social skills needed to survive and become both individuals and members of society. The primary focus is on the process of socialization from childhood through adulthood.

223. Research Methods 3 credits

An introduction to the qualitative and quantitative methods employed by social scientists. Emphasis is given to alternative choices of design, sampling techniques, instruments and appropriate interpretive and analytical procedures encountered in the process of social scientific research. **Prerequisite: SOC 111.**

224. Sociological Research Design 3 credits

Continuation of SOC 223. Required course with emphasis on designing research projects. **Prerequisites: SOC 111 and 223.**

225. Statistics (PSY 225; POL 225) 4 credits

An introduction to statistical methods covering data description, graphing techniques, measurements scales, standardized scores, correlation, regression, elementary probability, repeated-measures and independent-groups t-tests, one-way and factorial analysis of variance, and chi-square. The approach to these topics is more conceptual than numerical or mathematical. A prior knowledge of junior-high school algebra is helpful.

226. Industrial Sociology 3 credits

This course studies the relationships of modern industrial organizations to other institutions in society; political systems, social class systems, and economic systems. In addition to studying relations between the industrial organizations other systems, this course examines concerns within the organizations such as formal and informal behavior and intergroup conflicts and adjustments.

188 Sociology

227. Racial and Ethnic Relations 3 credits

An analysis of relations between dominant and minority populations (e.g., racial, ethnic, cultural, and religious groups) in complex societies, with emphasis given to the contemporary United States.

302. Political Sociology 3 credits

A study of the social basis of political behavior and beliefs, and the social foundations of political institutions at both local and extra-local levels.

332. Crime Preventions (CJ 332) 3 credits

This course will emphasize the prevention of criminal activity. This includes strategies to help prevent oneself from becoming a victim, and protect one's property. Students learn about a variety of crime prevention programs used by police from all over the country. Special emphasis will focus on identifying problems, and stopping criminal activity and preventing future criminal activity. **Prerequisite: CJ/SOC 220.**

333. Corrections (CJ 333) 3 credits

This course focuses on institutions of corrections, particularly jails and prisons. It will include the changing nature of institutions of incarceration, and current problems faced by wardens, guards, and inmates, and the changing nature of the inmate population. Attention will also be given to alternatives to incarceration. **Prerequisite: CJ/SOC 220.**

334. Law Enforcement in America (CJ 334) 3 credits

This course will survey the nature, structure and current state of the profession of formal social control agencies in the United States. Students will be exposed to the operation of law enforcement at the local, state, and federal levels, as well as specialized policing agencies such as private police, railroad police, airport police, and sea port police. A significant amount of time will be spent on current topics in policing, such as racially biased policing, police corruption and misconduct, public cooperation, public perception of police, police administration and police and news media.

359. Topics in Sociology/Social Services 3 credits

This course is flexible in content, with its focus determined by student and faculty interest, current trends, and departmental needs. Examples of possible topics include contemporary theory, the sociology of religion, gerontology, the sociology of sport, etc.

360-371. Practicum 1-3 credits

Practica are designed to provide students with experience in service settings under supervision of professional staff members. For each academic credit, 30 hours of direct contact are required. All practica are offered every semester. This course may be taken only with the written permission of the Department chair. **Prerequisite: SOC 114.**

| | | |
|---------------------|--------------------|--------------------------|
| 360 Gerontology | 365 Public Welfare | 362 Criminal Justice |
| 363 Family Services | 268 Health | 371 Juvenile Delinquency |

390. Field Experience (Internship) 3-9 credits

This course is an assignment of eight to 15 weeks with an approved organization so that the student may have an extended learning experience. Each student will be assigned to a professional supervisor and will carry out a variety of on-the-job tasks. **Prerequisite: 24 credits within the major.**

442. The Urban Community**3 credits**

A review of the processes underlying the development of rural, urban and suburban communities. Special emphasis is given to the neighborhood structure and organization, housing and land use, human behavior, patterns of community growth, and community planning.

443. Collective Action and Social Change**3 credits**

A study of the origins and nature of collective behavior and its relationship to social change, topics covered include: social movements, community organizations, obstacles to change, patterns and strategies of change.

446. Criminal Law (CJ 446)**3 credits**

Criminal law is the body of law defining crimes. Cases and statutes describing the essential elements of substantial criminal law will be analyzed. Crimes prohibited by Acts of Congress and triable in federal court as well as those prohibited under state law and triable in state courts will be among the topics studied. **Juniors/seniors Only.**

447. Law and Society**3 credits**

This course examines some of the interrelationships among law, culture and society. It includes units in the following areas: (1) the disputing process and dispute resolution from a cross-cultural perspective; (2) the American legal system in practice; and (3) law and social change. **Junior/Senior CJ/SOC majors only.**

454. Social Science Seminar (PSY 454)**3 credits**

Intensive consideration of a problem or issue of interest to social scientists. This is an interdisciplinary course in which students interact with faculty and students from other departments in the social sciences and undertake a research project utilizing the methods and perspectives found in their own major discipline. For upper-level students. By invitation only.

455. Independent Study**1-3 credits**

A flexibly structured course allowing a student to pursue a specific topic or field experience under the supervision of a member of the Department or a field representative.



A professor and his students enjoying a lesson outdoors.

THEATRE ARTS

The Theatre major at Saint Joseph's College is designed to be a hands-on, production-oriented major. We believe the key to learning to be an actor, a director, a designer, or a technician is in the application of the theories and skills learned in the classroom. While text books, lectures, and theories are vital to the intellectual growth of a theatre artist, it is in production where a student's true worth is made manifest. This opportunity to develop and hone specific talents is combined with Saint Joseph's nationally-recognized, interdisciplinary Core education program to offer the budding artist access to a precious commodity; a world of ideas to draw from in the development as an artist.

Theatre at Saint Joseph's College is truly a liberal and liberating art. Although a theatre major is offered, students from all disciplines are welcome to participate in theatre productions, and we encourage students to minor or double-major in Theatre.

MAJOR IN THEATRE ARTS (36 credits)

REQUIRED: 7 courses (21 hours)

ENG 122 Intro to Drama

THR 116 Acting

THR 223 Theatre History I: Beginnings to 1875

THR 225 Play Production

THR 226 Theatre History II: 1875 to Contemporary

THR 336 Play Direction

THR 463 Senior Seminar

Choose 9 hours from:

THR 105 Theatre Lab (*may be taken three times*)

THR 255 Independent Study

THR 334 Improvisation

THR 335 Advanced Acting

THR 260 or 360 Topics in Theatre

THR 461 Practicum in Theatre

THR 490 Internship in Theatre

Choose 6 hours from courses in the fine arts outside of Theatre. Choices may include any courses in Art and Music, MC 339 (cross-listed with ENG 339) Scriptwriting, ENG 350 Shakespeare, or other specific courses approved by the Communication Department.

MINOR IN THEATRE ARTS (18 credits)

REQUIRED: 3 courses (9 credits)

115 Intro to Theatre

116 Acting

225 Play Production

Choose 9 credits from any Theatre courses, ENG 122 Intro to Drama or ENG 350 Shakespeare.

COURSE DESCRIPTIONS

- 105. Theatre Laboratory** **1 credit**
 Applied practice in theatre. Participation in all phases of theatre activity and performance. This course may be taken up to three times. **Prerequisite: consent of instructor.**
- 115. Introduction to Theatre** **3 credits**
 This course is designed to help students achieve a better appreciation of the theatre arts and to help them to understand better the role of the arts in society. Topics include the nature of art, the role of the playwright, director, actor, designers, and audience, major movements in theatre history and philosophy, and types and forms of drama. This course is required for the minor, but not required for the major.
- 116. Acting** **3 credits**
 A basic course for the beginning actor. Emphasis placed on body movement, use of the voice, stage directions, characterization, dramatization, emotional recall and vocal interpretation of the play script. The student will present scenes and short acts in class for critical purposes. Opportunity for participation in College productions.
- 223. Theatre History I: Beginnings to 1875** **3 credits**
 A survey of the forms and conventions of all phases of theatre (writing, performance, design, etc.) from Classical Greek to the Modern era.
- 225. Play Production** **3 credits**
 A study and application of the technical aspects of play production as they relate to the theatre. Practice in making a prompt book, stage lighting, scene design, set construction, and costuming. Participation in student productions is required. **Prerequisite: Core 1.**
- 226. Theatre History II: 1875 to Contemporary** **3 credits**
 A survey of the forms and conventions of all phases of theatre (writing, performance, design, etc.) from Modern to the contemporary era.
- 255. Independent Study** **1-3 credits**
- 260. Topics in Theatre** **3 credits**
 This course is flexible in content with its focus determined by student and faculty interest and current trends in theatre. Examples of possible topics include stage lighting, specific eras, and design styles such as romantic theatre, Greek and Roman theatre, or non-western theatre practices.
- 334. Improvisation** **3 credits**
 A course in the fundamentals of the art of improvisation with emphasis on skill development in the areas of performance (both games and long form) and use as a rehearsal tool for actors. Emphasis will also be placed on freeing and developing the creative imagination.

192 Theatre

335. Advanced Acting

3 credits

Advanced acting styles and techniques pertinent to the significant periods of the drama. Special attention is given to classical, medieval and Elizabethan modes of acting. **Prerequisite:** COM 116 and Core 3.

336. Play Direction

3 credits

Student apprenticeship in the direction of drama under staff supervision. **Prerequisite:** COM 116 or 225 and Core 3.

360. Topics in Theatre

3 credits

This course is flexible in content with its focus determined by student and faculty interest and current trends in theatre. Examples of possible topics include stage lighting, specific eras, and design styles such as romantic theatre, Greek and Roman theatre, or non-western theatre practices.

461. Practicum in Theatre

Applied practice in theatre. Students working in theatre participate in stagecraft, production, or direction of theatre productions. **Prerequisite:** Core 8 and consent of instructor.

463. Senior Seminar

3 credits

A seminar for seniors who will graduate in the area of theatre. Each senior will be required to undertake a project recommended and approved by a professor in theatre. The project, which may take many forms, must demonstrate the student's mastery and expertise in the area of theatre. **Prerequisite:** Senior status, consent of instructor and Core 8.

490. Internship in Theatre Arts

3-9 credits

Available to qualified students. Participants will work in College-approved off-campus internship programs at theatres or theatre-related businesses. **Prerequisite:** Core 4 and consent of instructor.



Students gathering in between classes.

RENSSELAER PROGRAM OF CHURCH MUSIC AND LITURGY

Mission Statement

The Rensselaer Program of Church Music and Liturgy, located at Saint Joseph's College, Rensselaer, Indiana, responds to the call for "higher institutes of sacred music [to] be established," as set forth in the *Constitution on the Sacred Liturgy* of the Second Vatican Council. The program further responds to the Saint Joseph's College Mission Statement where the College is called: ". . .to extend personal and professional services as Church and public needs require" by primarily serving the academic needs of those who serve the Roman Catholic Church in the ministries of Liturgy and Music. The program provides opportunities and challenges for development of musical and liturgical gifts needed by leaders of worship leading to graduate degrees and certificates. This program stresses excellence in both teaching and in learning, as well as promotes patterns of authentic worship and encourages formation of leaders in Church Music and Liturgy.

History of the Program

In 1960, Saint Joseph's College initiated its Summer Institute of Liturgical Music, which offered a comprehensive program leading to the Bachelor of Arts degree or a certificate. In 1963, the Institute was extended to the full school year and two additional concentrations were added, piano and organ. A concentration in Theory and Composition was introduced in 1965. In 1970, the designation of the Liturgical Music concentration was changed to Church Music in order to indicate that the training provided could well fit the needs of both Roman Catholic church musicians and those of other faiths.

A graduate program was initiated in 1966 in affiliation with DePaul University Graduate School: Music Division. On July 28, 1972, North Central Association of Colleges and Secondary Schools granted full accreditation to Saint Joseph's College independent graduate program, offering a Master of Arts Degree in Music with a concentration in Church Music.

In July 2001 the Master of Arts in Pastoral Liturgy and Music degree was added to the Rensselaer Program.

The Rensselaer Program of Church Music and Liturgy was founded by Lawrence F. Heiman, C.P.P.S., who directed the program for 36 years. Father Heiman now, with *emeritus* status, continues to teach in the program.

SCHOLARSHIPS

The **National Association of Pastoral Musicians** and the Friends of the Rensselaer Program co-sponsor a \$1,000 scholarship. Smaller scholarships may also be available.

The Peter Bahou/Peter's Way Scholarship is available to returning students in the Program.

Non-Degree Seeking Students

Qualified students may enroll for individual courses with the approval of the Graduate Director. Prerequisite courses taken at Saint Joseph's College must be taken for credit.

Class Load

The normal class load for the summer session is six to seven credits. Exceptions need the approval of the Graduate Director.

Independent Study

The graduate program provides the opportunity for a student to pursue special topics or projects apart from regularly scheduled courses. The student registers for such independent study at the beginning of the session.

Directed Study

Occasionally a student may need a course listed in the graduate bulletin, but not officially offered in the given summer session. Registration for such a course requires the approval of the Provost and the consent of the appropriate instructor. The number of instructor-student meetings is determined by the instructor.

Class Withdrawal

A student who withdraws from a course before the stated deadline for the summer session will receive a W in the course. A student who withdraws later than the stated deadline for the summer session will receive an F in the course.

Grading System and Quality Points

| Grade | Quality Points | Grade |
|-------------------------|----------------|--------------------------|
| A | 4.000 | W (Withdrawal) |
| A- | 3.670 | I (Incomplete) |
| B+ | 3.330 | Z (Non-credit /Audit) |
| B (above average) | 3.000 | N (Not pass - no credit) |
| B- | 2.670 | P (Pass) |
| C+ | 2.330 | |
| C (average) | 2.000 | |
| C- | 1.670 | |
| D+ | 1.330 | |
| D (Acceptable but poor) | 1.000 | |
| F | 0.000 | |

Graduation Requirements

1. The successful passing of 30 or more credits applicable toward the degree as indicated in one of the six emphases with a grade of C or above.
2. A cumulative GPA of 3.000 or above.
3. The fulfillment of residence and time requirements, as follows:
 - a. **Residence.** Normally all courses for the degree must be taken at SJC. With special permission of the Graduate Director a maximum of six credits of graduate work may be transferred from another institution provided the grade earned was B or above.
 - b. **Time.** All work applicable toward the degree must have been done within the span of seven years. Work beyond seven years before the proposed graduation must be validated by a special examination.
4. Graduation projects as indicated under each degree.

MASTER OF ARTS IN MUSIC*Concentration: Church Music and Liturgy***Admission Requirements**

1. Bachelor's degree in any field from an accredited college or university.
2. Cumulative GPA of 2.500 in undergraduate work.
3. Successful completion of placement examinations.
4. Those choosing the composition emphasis must also submit two of their most advanced, recent compositions and demonstrate undergraduate proficiency in orchestration.

Placement Examinations are required in music theory, history, conducting, voice, keyboard (piano or organ), and keyboard harmony. If an examination is failed, students may elect to retake the examination at a later time, or, in the areas of theory, history, and conducting, a student may elect to enroll for credit in an integration course. In the areas of applied music, however, the examinations must be retaken.

Students are to take the examinations at the beginning of the summer session in which they initiate work toward the MA degree. The examinations are conducted on the two days prior to the opening of the summer session. All examinations must be passed before a student will be allowed to begin her/his third summer of classes. Graduate work in a particular area of study may not be initiated until the student has passed the placement examination in that area.

Graduation Projects**Graduate Research Paper****1 credit**

The graduate research paper is an in-depth study of some topic in the area of church music or liturgy. It is usually related to the material of the graduate service recital. The paper should be 30 to 50 pages in length. The student prepares the paper with the assistance of a faculty advisor. The **Graduate Research Paper Guidelines** are to be carefully followed.

Service Recital**1 credit**

The service recital is an opportunity for students to demonstrate their skill of integrating liturgical and musical elements into a unified worship experience. The service recital must include significant elements of both liturgy and music. It must result in an aesthetic and clearly articulated expression of genuine worship. The musical elements must reflect the particular emphasis which the student has chosen for her/his degree work.

The student is to design and coordinate the service with the help of faculty advisors, one for music and another for liturgy. In actual celebration of the service, the student is to take a significant performing role which demonstrates competence in her/his chosen emphasis. Sound liturgical principles are to be demonstrated. This includes active participation of the entire assembly, well prepared liturgical ministers, and theologically secure texts. The length of the service is to be at least **30** minutes, but not more than **60** minutes. The **Graduate Service Recital Guidelines** are to be carefully followed. A video tape of the service recital is to be submitted to the Graduate Director.

196 Church Music/Liturgy

Students choose one emphasis in this degree: organ, voice, composition, piano, ensemble music, or conducting. Students may choose to do multiple emphases in this degree, but this usually extends the course work beyond that of four summers.

Program of Studies

All Emphases (17 credits)

| | |
|---|-----------|
| 502 Ritual and Symbol | 1 credit |
| 503 Liturgical Music | 1 credit |
| 504 Introduction to Sacraments | 1 credit |
| 505 The Practicalities of Lay Presiding and Preaching | 1 credit |
| 511 The Praying and Believing Church | 2 credits |
| 513 Liturgical Planning and Celebration | 2 credits |
| Liturgy Electives | 4 credits |
| 617 Contrapuntal Analysis and Arranging | 2 credits |
| 647 Principles of Leading the Assembly's Song | 1 credit |
| 680 Graduate Service Recital | 1 credit |
| 681 Graduate Research Paper | 1 credit |

Organ Emphasis (additional 13 credits; 30 credits total)

| | |
|--|-----------|
| One course in conducting or Gregorian paleography | 2 credits |
| 631 Organ Literature and Registration I (beginning to 1750) | 2 credits |
| 632 Organ Literature and Registration II (1750 to the present) | 2 credits |
| 633 Organ Structure and History | 1 credit |
| 636 Coordinating Ensembles from the Keyboard | 1 credit |
| 641 Organ | 4 credits |
| 642 Voice | 1 credit |

Voice Emphasis (additional 13 credits; 30 credits total)

| | |
|---|-----------|
| 612 Survey of Sacred Choral Music | 2 credits |
| 621 Gregorian Chant: Interpretation and Chironomy | 2 credits |
| One course in conducting | 2 credits |
| 634 Hymnody and Psalmody | 1 credit |
| 642 Voice | 4 credits |
| 653 Vocal Pedagogy I | 1 credits |
| 654 Vocal Pedagogy II | 1 credits |

Composition Emphasis (additional 13 credits; 30 credits total)

| | |
|---|-----------|
| 611 Sixteenth Century Counterpoint | 2 credits |
| 613 Twentieth-century Techniques | 2 credits |
| 623 Score Preparation and Conducting II | 2 credits |
| 634 Hymnody and Psalmody | 1 credit |
| 614 Composition I | 2 credits |
| 615 Composition II | 2 credits |
| 616 Composition III | 2 credits |

Conducting Emphasis (additional 13 credits; 30 credits total)

| | |
|---|-----------|
| 612 Survey of Sacred Choral Music | 2 credits |
| 621 Gregorian Chant: Interpretation and Chironomy | 2 credits |
| 622 Score Preparation and Conducting I | 2 credits |
| 623 Score Preparation and Conducting II | 2 credits |
| 624 Score Preparation and Conducting III | 2 credits |
| 634 Hymnody and Psalmody | 1 credit |
| 642 Voice | 2 credits |

Ensemble Music Emphasis (additional 13 credits; 30 credits total)

| | |
|---|-----------|
| One course in conducting or Gregorian Chant | 2 credits |
| 612 Survey of Sacred Choral Music | 2 credits |
| 618 Survey of Sacred Instrumental Music | 2 credits |
| 634 Hymnody and Psalmody | 1 credit |
| 641 Organ, 642. Voice, or 643. Piano | 1 credit |
| 642 Voice | 1 credit |
| 646 Ensemble Instrument (A-Guitar, B-Flute) | 4 credits |

Piano Emphasis (additional 13 credits; 30 credits total)

| | |
|--|-----------|
| One course in conducting or Gregorian Chant | 2 credits |
| 612 Survey of Sacred Choral Music | 2 credits |
| 634 Hymnody and Psalmody | 1 credit |
| 636 Coordinating Ensembles from the Keyboard | 1 credit |
| 641 Organ or 642. Voice | 1 credit |
| 643 Piano | 4 credits |
| 652 Piano Repertoire and Improvisation for the Liturgical Musician | 2 credits |

MASTER OF ARTS IN PASTORAL LITURGY AND MUSIC

Admission Requirements

- 1. Bachelor's degree in any field from an accredited college or university.
- 2. Cumulative GPA of 2.500 in undergraduate work.
- 3. Keyboard ability to accompany service music and hymns.

Graduation Projects

| | |
|--|-----------------|
| Graduate Research Paper (see description on page 195) | 1 credit |
|--|-----------------|

| | |
|----------------------------|-----------------|
| Ritual Presentation | 1 credit |
|----------------------------|-----------------|

The student will organize either a special liturgical celebration based on a rite of the Catholic Church, a regular liturgy for a holy day from a season such as the Easter Triduum, the Octaves of Christmas, Easter, or Pentecost, or a significant celebration from within the student's Christian worship tradition. This presentation will demonstrate sound liturgical principles, creativity in composing prayers, environment, and other elements of the celebration, and organizational skills in recruiting people for liturgical roles. The student is to have a visible leadership role in the presentation, with music being an integral part; however, leadership is not required in the musical portion.

198 Church Music/Liturgy

Program of Studies

Liturgy Requirements (21 credits)

| | |
|---|-----------|
| 502 Ritual and Symbol | 1 credit |
| 503 Liturgical Music | 1 credit |
| 504 Introduction to Sacraments | 1 credit |
| 505 The Practicalities of Lay Presiding and Preaching | 1 credit |
| 511 The Praying and Believing Church | 2 credits |
| 513 Liturgical Planning and Celebration | 2 credits |
| 517 Rites of Christian Initiation | 2 credits |
| 521 Eucharist in the Christian Tradition | 2 credits |
| 522 Celebrating Sacred Time | 2 credits |
| 523 Topics in Liturgical History | 2 credits |
| Liturgy Electives | 4 credits |
| 681 Graduate Research Paper | 1 credit |

Music Requirements (9 credits)

| | |
|---|-----------|
| 601 Aspects of Musical Interpretation | 2 credits |
| 621 Gregorian Chant: Interpretation and Chironomy | 2 credits |
| One course in conducting (622, 623, or 624) | 2 credits |
| 634 Hymnody and Psalmody | 1 credit |
| 647 Principles of Leading the Assembly's Song | 1 credit |
| 682 Ritual Presentation | 1 credit |

CERTIFICATE IN CHURCH MUSIC AND LITURGY (25-26 credits)

The certificate is ideal for persons who wish to deepen their foundations in church music and liturgy, but do not necessarily envision the completion of a formal degree. If later they should decide to complete a formal degree, courses taken for the certificate may be applied towards that degree.

Prerequisite

Keyboard ability to accompany service music and hymns.

Program of Studies

12 credits in Music Theory and Conducting

| | |
|-------------------------------------|-----------|
| 013 Music Fundamentals | 2 credits |
| 120 Music Theory I | 3 credits |
| 121 Music Theory I Lab | 1 credit |
| 122 Music Theory II | 3 credits |
| 123 Music Theory II Lab | 1 credit |
| 352 Principles of Choral Conducting | 2 credits |

Applied Music

| | |
|---|-----------|
| 3 credits in piano, organ, voice or guitar; or | |
| 353 Principles of Instrumental conducting or | |
| 354 Advanced Conducting (Summers only) | 2 credits |

12 Credits in Liturgy, including:

| | |
|--|-----------|
| 502 Ritual and Symbol | 1 credit |
| 503 Liturgical Music | 1 credit |
| 511 The Praying and Believing Church: Liturgy and Theology | 2 credits |
| 513 Liturgical Planning and Celebration | 2 credits |
| Electives (6 credits) | |
| Residence Requirement (12 credits) | |

DIPLOMA IN PASTORAL LITURGY (18 credits)

The diploma is designed for the person who would like to acquire a knowledge in liturgy. It does not lead to a formal degree, but courses taken may be later applied towards the graduate or undergraduate degree.

| | |
|--|------------|
| 502 Ritual and Symbol | 1 credit |
| 503 Liturgical Music | 1 credit |
| 511 The Praying and Believing Church: Liturgy and Theology | 2 credits |
| 513 Liturgical Planning and Celebration | 2 credits |
| 522 Celebrating Sacred Time | 2 credits |
| Electives in Liturgy (4 may be in music) | 10 credits |
| Residence Requirement (14 credits) | |

COURSE OFFERINGS

Review Courses in Music in preparation for Graduate Study

| | |
|---|-----------------|
| 010. Synthesis of Music History I (to 1700) | 1 credit |
| 011. Synthesis of Music History II (1700-1900) | 1 credit |
| 012. Synthesis of Music History III (20th Century) | 1 credit |
| 014. Theory Integration | 1 credit |
| 019. Composition Integration | 1 credit |
| A general review of appropriate structural, notational, melodic, harmonic, and polyphonic compositional techniques in preparation for graduate level work. Prerequisite: MUS 442 or its equivalent, and the passing of the graduate placement exam in theory. | |
| 020. Keyboard Harmony Integration | 1 credit |
| A general review of keyboard harmony technique of the common practice period in preparation for graduate level work. | |

200 Church Music/Liturgy

021. Eighteenth Century Counterpoint Integration

1 credit

A general review of 18th century contrapuntal technique in preparation for graduate level work.

Graduate Courses in Music

501. Summer Chorus

1 credit

The summer chorus offers an opportunity to train under a master conductor and participate in the singing of sacred masterworks. The chorus meets four times a week and presents an annual concert. Full-time students are required to participate. Credit is optional. The grade will be PASS/NOT-PASS.

Theory and Composition

601. Aspects of Musical Interpretation

2 credits

Development and refinement of basic musical skills in harmonic analysis, form, voice leading, and simple arrangement to facilitate leadership in parish music ministry. Course will be flexible in content to address the particular needs of the students enrolled. (617. Contrapuntal Analysis and Arranging may be substituted for this course if the student passes the Music Theory Placement examination)

611. Sixteenth-century Counterpoint

2 credits

Understanding and appreciation of 16th-century contrapuntal style are fostered through performance and analysis of vocal polyphony of the period. Exercises using polyphonic modes are written in open score up to four voices. **Prerequisite: The student must have passed the graduate placement exam in theory.**

613. Twentieth-century Techniques

2 credits

A practical survey of selected 20th-century compositional techniques, using both non-traditional materials and procedures, and traditional materials and procedures in non-traditional ways. **Prerequisite: MUS 226 (Theory IV) or its equivalent.**

614. Composition I

1 or 2 credits

Compositions for any of the following: vocal solo; keyboard solo; vocal ensembles with keyboard accompaniment and/or instrumental descants. **Prerequisites: MUS 226 (Theory IV) and MUS 442 (Advanced Undergraduate Composition) or their equivalents.**

615. Composition II

1 or 2 credits

Continuation of Music 614 with attention to composing for instruments. **Prerequisite: MUS 614.**

616. Composition III

1 or 2 credits

Composition of works for vocal and/or instrumental combinations. **Prerequisites: MUS 614, 615.**

617. Contrapuntal Analysis and Arranging**2 credits**

Starting from an analysis of Bach's fugal writing, this course will develop skills in arranging music which will include orchestration of music for different pastoral ensembles and creating vocal and instrumental descants. **Prerequisite: The student must have passed the graduate placement exam in theory.**

*Conducting***621. Gregorian Chant: Interpretation and Chironomy****2 credits**

A study of the basic elements of Gregorian Chant and of interpretation and Chironomy (conducting) in the light of paleographic evidence.

622. Score Preparation and Conducting: I**2 credits**

Review of conducting patterns and techniques. Study and conducting of selected Renaissance and Baroque sacred masterworks. The course will include analysis, preparation of conducting scores, and consideration of performance practices. **Prerequisite: Passing of graduate placement exam in conducting.**

623. Score Preparation and Conducting: II**2 credits**

Review of conducting patterns and techniques. Study and conducting of selected 20th-century sacred masterworks. The course will include analysis, preparation of conducting scores, and consideration of performance practices. **Prerequisite: Passing of graduate placement exam in conducting.**

624. Score Preparation and Conducting: III**2 credits**

Review of conducting patterns and techniques. Study and conducting of selected classical and romantic sacred masterworks. The course will include analysis, preparation of conducting scores, and consideration of performance practices. **Prerequisite: Passing of graduate placement exam in conducting.**

*History and Literature***612. Survey of Sacred Choral Music****2 credits**

An historical study of stylistic and formal development in, and musical, textual, and liturgical analysis and evaluation of sacred vocal music, including the following forms: mass, motet, vespers, hymns, antiphon, psalm, response, sequence, cantata, passion, and oratorio.

618. Survey of Sacred Instrumental Music**1 credit**

A survey of solo and instrumental music for all groupings from earliest times to present that is appropriate for liturgical use. Evaluation of instrumental supplemental volumes of current Catholic and other hymnals will also be included.

631. Organ Literature and Registration I**2 credits**

A study of organ literature and the instruments for which it was written, from the earliest times through the music of Johann Sebastian Bach. Authentic registration practices are included. Literature will be evaluated for appropriateness and usability in contemporary liturgical contexts.

202 Church Music/Liturgy

632. Organ Literature and Registration II

2 credits

A study of organ literature and the instruments for which it was written, from the Classical period to the present. Authentic registration practices are included. Literature will be evaluated for appropriateness and usability in contemporary liturgical contexts.

633. Organ Structure and History

1 credit

A study of the history and of the mechanical aspects of the organ. Guidelines for choosing and designing an instrument for the parish church will also be included.

634. Hymnody and Psalmody

1 credit

A study of the history and literature of hymnody and metrical psalmody, with a view to incorporating the knowledge acquired into the student's ministry to a singing church. Special attention is focused on style, historical development, poetic meters, indices, choral arrangements, and liturgical appropriateness.

636. Coordinating Ensembles from the Keyboard

1 credit

Issues in leading choirs and various ensembles from the keyboard will be discussed, and techniques will be developed in coordinating music from the keyboard. Console conducting, score preparation, rehearsal techniques, and placement of ensembles will be explored.

652. Piano Repertoire and Improvisation for the Liturgical Musician

2 credits

The literature for the piano from earliest times to present will be considered with a view to usability for liturgy. Special emphasis will be placed on recent publications by Christian publishers (including Catholic publishers). Improvisational and elaborational skills for liturgical use will also be explored.

653. Vocal Pedagogy I

1 credit

A study of the physiology of the human voice and its role in vocal production, with a view to teaching vocal production, and diagnosing and addressing particular vocal issues, such as the changing voice.

654. Vocal Pedagogy II

1 credit

A continuation of section MUS 653., focusing on different vocal methodologies of vocal development and development of vocal repertoire.

Applied Music

641. Organ

1 credit

642. Voice

1 credit

643. Piano

1 credit

645. Performance Recital

Variable credit

646A. Ensemble Instrument: Guitar

1 credit

646B. Ensemble Instrument: Flute

1 credit

647. Principles of Leading the Assembly's Song 1 credit

Exploration of the roles of music ministry in bringing the song of the worshipping assembly to life by serving as musical "minister of Presence," in facilitating the people's prayer in song. It will include: a brief study of the Liturgical Documents on specific musical ministries, an exploration of the role of the Cantor, and practical aspects of the use of organ/piano in service playing. Group projects will focus on developing skills in Cantoral practice and Service playing techniques.

655. Independent Study 1-3 credits**660. Seminar (variable content)** 1-3 credits**680. Graduate Service Recital** 1 credit**681. Graduate Research Paper** 1 credit**Graduate Courses in Liturgy****502. Ritual and Symbol** 1 credit

This three-day intensive provides an introduction to the symbolic and ritual nature of liturgy. The course will focus on the symbol systems used in worship, including, time, music, language, movement, gesture and posture.

503. Liturgical Music 1 credit

This three-day intensive focuses on the power of music and the musical nature of liturgy as developed in the *General Instruction of the Roman Missal*, *Musicam Sacram*, *Music in Catholic Worship*, *Liturgical Music Today*, and other liturgical documents. Principles for reading and interpreting liturgical documents also will be covered.

504. Introduction to Sacraments 1 credit

This three-day intensive invites the student to examine the sacraments in the context of sacramentality. Using sacramentality as a foundational worldview, the course studies the sacraments as based on the most fundamental experiences of human life.

505. The Practicalities of Lay Presiding and Preaching 1 credit

This three-day intensive focuses the crucial role of the presider in fostering effective worship. The course will address the proper attitude, style, and bearing of presiders at celebrations of the Liturgy of the Hours, Vigil and Committal services, devotions, and other prayer services. Application of these principles to other liturgical ministries also will be considered. Familiarity with the liturgical books, choosing appropriate options, aspects of good liturgical preaching and writing original prayer texts will be covered as well.

204 Church Music/Liturgy

511. The Praying and Believing Church: Liturgy and Theology 2 credits

This course will introduce students to fundamental issues in theology and ecclesiology through an examination of the Vatican II *Constitution on the Sacred Liturgy* (*Sacrosanctum Concilium*). Selected texts from the Church's liturgical books and from its repertory of liturgical music will be examined from the viewpoint of various theological disciplines.

512. Liturgical Thinking and Practice (variable content) 2 credits

513. Liturgical Planning and Celebration 2 credits

Good celebrations foster and nourish faith. Poor celebrations may weaken or destroy it. (*Music in Catholic Worship* #6) This course focuses on the choices and preparation necessary for effective liturgical celebration through a thorough grounding in the *General Instruction of the Roman Missal*, the Introduction the *Lectionary for Mass*, The General Norms for the Liturgical Year and Calendar, and related liturgical documents. Topics to be covered include: planning for liturgical seasons and Sunday Eucharist, developing a well-rounded repertory, adapting liturgy for celebrations with children, planning liturgy in multi-cultural communities. Structures for liturgical planning and the training liturgical ministers will also be covered.

514. Recent Liturgical Documents and the Rites 2 credits

Against the background of various basic liturgical documents, this course will study the *Praenotanda* (Introductions) of all the rites in order to discern patterns which reveal the meaning, importance, and dignity of the rite. Ritual structure, ministries, forms of celebration, adaptations, and pastoral preparation will be investigated with a view toward facilitating and developing conscious and active participation in the rites.

516. Practicalities of Lay Liturgical Leadership 1 credit

How does one help the liturgy come alive in the parish so as to form and transform the worshipping community? The course will address such things as how to use liturgical books; planning and presiding at wakes, committal services, devotions and Liturgy of the Hours; using the arts to enhance the symbol and ritual aspects of celebration and other practical points of working with worship committees and liturgical ministers. Time will also be allotted for addressing those needs suggested from the group.

517. Rites of Christian Initiation 2 credits

Initiation into the Church, a practice among the early Christians, will be studied in its restored and revised version. The student will examine the process of discerning and ritualizing the stages of conversion in the context of the support, prayer, and witness of the entire faith community—a process which leads through the sacraments of Baptism and Confirmation to the celebration of the Eucharist in the Easter Vigil. Anthropological, historical, theological and liturgical considerations will be included. Pastoral application will be stressed.

518. Sacraments in Tradition, Theology, and Parish Celebration 2 credits

Developing understanding of the sacraments will be traced through scripture, tradition, and current thinking. Sacraments regularly celebrated in a parish (Infant Baptism, Marriage, Anointing, Reconciliation) will each be considered in history of development, theological tradition, and pastoral parish celebration.

519. Environment in Worship 2 credits

This course will consider the worship of God and its requirements of tradition, community, hospitality, the experience of mystery, and the opening up of religious symbols as these relate to the environment and art in Catholic worship. The principles set forth in *Built of Living Stones: Art, Architecture and Worship* will be examined and used as criteria in judging a wide variety of environmental situations.

521. The Eucharist in Christian Tradition 2 credits

A study of the Eucharist as the central sacrament in the of the Church, considered in its biblical, historical and theological dimensions. This will be accomplished by analysis of ritual elements in their Jewish roots, as well as in scripture and patristic writings, followed by a survey of the history of the celebration of the sacrament and the development of Eucharistic theology up to the present.

522. Celebrating Sacred Time 2 credits

Students examine the way that Christians mark the passing of time and the commemoration of feasts and seasons. Central to this course is the understanding of the history, theology and pastoral practice of the Liturgical Year and the Divine Office. Participants study official Church documents, historical and theological classics as well as the liturgical texts that celebrate sacred time.

523. Topics in Liturgical History 2 credits

The study of liturgical history offers students an important perspective from which to understand and evaluate liturgical celebrations and their meanings in contemporary pastoral settings. This course is designed to offer students an array of topics both historical and theological. The student will learn to read liturgical texts with a historically critical eye for the sake of a richer liturgical practice.

682. Ritual Presentation 1 credit

Students gearing up for the campus's Little 500 go-kart race.

206 Church Music/Liturgy
ADMINISTRATION AND FACULTY

Ernest R. Mills, III, J.D., President

David B. Chattin, Ph.D., Provost and Vice President for Academic Affairs

Maureen V. Egan, Vice President for Institutional Advancement & Marketing

John Keller, Vice President for Student Development and Dean of Students

Timothy McFarland, Ph.D., Associate Vice President for Academic Affairs

Randal J. Freebourn, Vice President for Business Affairs & Treasurer

Rev. Keith Branson, C.PP.S., Director, Rensselaer Program of Church Music and Liturgy

Maureen Healey, Registrar

RESIDENT FACULTY

Keith Branson, C.PP.S.

Director, Rensselaer Program of Church Music and Liturgy

D.M.A. in Organ Performance and Composition, University of Kansas, 1989. M.Div., Catholic Theological Union, 2000.

Lawrence F. Heiman, C.PP.S.

Professor Emeritus of Music

M.A., Catholic University of America, 1949; L.C.G., Pontifical Institute of Sacred Music (Rome), 1958; M.C.G., Pontifical Institute of Sacred Music (Rome), 1959; D.S.Mus., Pontifical Institute of Sacred Music (Rome), 1970.

ASSOCIATE FACULTY

Richard Fragomeni

Associate Professor of Liturgy and Preaching, Catholic Theological Union, Chicago, IL. S.T.B., M.A. University of Louvain; M.A., Ph.D., M.Mus., Catholic University of America.

Steven R. Janco

M.Div., Mundelein Seminary of the University of St. Mary of the Lake (1986); M.A. Church Music, Concordia University (1990); S.T.L. Pontifical Faculty of Theology, University of St. Mary of the Lake (1991); D.Min. (cand.) Catholic Theological Union.

John McIntyre

Associate Professor of Music, St. Mary-Of-The-Woods College, Terre Haute, IN; M.M., University of Miami, Miami, FL, 1980; D.M.A., University of Southern California, Los Angeles, CA, 1993.

Edwin Quistorff

Professor Emeritus of Voice, Central Missouri State University, Warrensburg, MO. D.M.A., Northwestern University, 1964.

Application and admission information is available by contacting:

Rensselaer Program of Church Music and Liturgy
Saint Joseph's College
P.O. Box 984, Rensselaer, IN 47978

Telephone: 1-800-447-8781

FAX: 219-866-6352

E-mail: churchmusic@saintjoe.edu

Web site: www.saintjoe.edu/academics/liturgy/

Or contact: Fr. Keith Branson, C.PP.S
Director Church Music & Liturgy

Telephone: 816-651-3249



*Rev. Dominic Gerlach, C.PP.S. '46
walking through Drexel Hall.*

208 Administration and Faculty
ADMINISTRATION AND FACULTY
Saint Joseph's College Corporation

Board of Trustees

Officers:

James E. Madden, Chairman, Palos Park, Illinois
Philip J. Wilhelm, Chairman *Emeritus*, Indianapolis, Indiana
Frank R. Caccamo, Vice Chairman, Cincinnati, Ohio
Randal J. Freebourn, Treasurer, Rensselaer, Indiana
John P. Nichols, Secretary, Rensselaer, Indiana
Ernest R. Mills, III, President, Rensselaer, Indiana

Members:

A. Vincent Agnew, Warrenville, Illinois
Kenneth J. Ahler, Rensselaer, Indiana
V. Rev. Angelo Anthony, C.PP.S., Dayton, Ohio
Mark Behnke, Battle Creek, Michigan
Bro. Thomas Bohman, C.PP.S., Cleveland, Ohio
Stephen G. Brinker, Cincinnati, Ohio
Frank R. Caccamo, Cincinnati, Ohio
Robert Cassey, Glen Ellyn, Illinois
Timothy R. Downey, Kokomo, Indiana
Rev. James Dugal, C.PP.S., Montezuma, Ohio
Rev. William Eilerman, C.PP.S., Bellevue, Ohio
Bro. Joseph Fisher, C.PP.S., Dayton, Ohio
John Freiburger, Batavia, Illinois
John F. Gause, Indianapolis, Indiana
John Goeken, Plainfield, Illinois
Rev. Thomas Hemm, C.PP.S., Ottawa, Ohio
Most Rev. William L. Higi, Lafayette, Indiana
William E. Johnston, Jr., Chicago, Illinois
Thomas Kuhar, South Bend, Indiana
Lawrence Laudick, Dublin, Ohio
Stephen Ligda, Evergreen Park, Illinois
John McCarthy, Dune Acres, Indiana
James E. Madden, Palos Park, Illinois
Heather Mikus, SA President, Lincoln Park, Michigan
Ernest R. Mills, III, Rensselaer, Indiana
Patricia Mulcahy, Western Springs, Illinois
John P. Nichols, Rensselaer, Indiana
Thomas S. O'Brien, Chicago, Illinois
David Owens, Rockville, Maryland
Rev. Mark Peres, C.PP.S., Rensselaer, Indiana
Robert C. Pfaff, Rensselaer, Indiana
Janice Pyrce, River Forest, Illinois
Stephen Ruff, Elmhurst, Illinois
Rev. Kenneth Schnipke, C.PP.S., Dayton, Ohio

Rev. Kenneth Schroeder, C.PP.S., Maria Stein, Ohio
 Frank T. Short, Indianapolis, Indiana
 Benedict Sponseller, Gurnee, Illinois
 James Tuerff, Nashville, Tennessee
 Michael Vallone, Franklin Park, Illinois
 John Whelan, Indianapolis, Indiana
 Philip J. Wilhelm, Indianapolis, Indiana
 Carol J. Wood, Rensselaer, Indiana

Life Members:

Betty Behnke, Battle Creek, Michigan
 James R. Bogan, Lake Forest, Illinois
 Michael E. Davis, Rensselaer, Indiana
 John P. Fagan, Northbrook, Illinois
 Frank Gallucci, Freeport, Lucaya, The Bahamas
 John Guckien, Hinsdale, Illinois
 Martin Holleran, Red Bank, New Jersey
 Michael S. Kanne, Rensselaer, Indiana
 Ronald Miniati, Chicago, Illinois
 G. Richard Schreiber, Lake Bluff, Illinois
 Peter Shen, Rolling Hills Estates, California
 Mildred Tait, Evansville, Wisconsin

OFFICERS OF THE ADMINISTRATION

Ernest R. Mills, III J.D., *President*
 David B. Chattin, Ph.D., *Provost and Vice President for Academic Affairs*
 Randal J. Freebourn, *Vice President for Business Affairs & Treasurer*
 Maureen V. Egan, *Vice President for Institutional Advancement & Marketing*
 John Keller, *Vice President for Student Development, Dean of Students*

ADMINISTRATION

Office of the President

Ernest R. Mills III, J.D., *President*
 Jeremy Spencer, *Director of Admissions*
 Rev. William Stang, C.PP.S., *Religious Superior*
 Sheila Hanewich, *Administrative Assistant*

Office of Academic Affairs

David B. Chattin, Ph.D., *Provost and Vice President for Academic Affairs*
 Rev. Timothy McFarland, Ph.D., *Associate Vice President for Academic Affairs*
 Robert Pfaff, *Assistant Vice President for Academic Affairs*
 Heidi Rahe, *Assistant Vice President for Academic Affairs, Dean of Freshmen*
 Maureen Healey, *Registrar*
 Matt Muller, *Director of Computing Services*
 Rev. Keith Branson C.PP.S., *Director of Graduate Program in Church Music*
 Linda McFarland, *Division Coordinator of Business Administration (Accounting, Business Administration, Management Information Systems)*
 Rev. Phillip Gilbert C.PP.S., *Division Coordinator of Mathematics (Computer Science, Mathematics)*

210 Administration and Faculty

Bro. Robert Reuter, C.PP.S., *Division Coordinator of Humanities (Art, Communication, English, Foreign Languages, Philosophy/Religion)*
Rev. Timothy McFarland, C.PP.S., *Coordinator of the Core Curriculum*
Catherine Salyers, *Director of the Library*
Rev. William Stang, C.PP.S. *Division Coordinator of Natural Science (Biology, Chemistry, GMP, Nursing, Physical Education)*
Jennifer Barce, Ph.D., *Division Coordinator of Social Science (Economics, Criminal Justice, Education, History, Social Work, Political Science, Psychology, Sociology)*
Rev. Jeffrey Kirch, C.PP.S., *Chaplain*

Office of Athletics

William Massoels, *Director of Athletics, Cross Country, Track*
Linc Darner, *Basketball (men)*
Donn Gobbie, *Tennis (men)*
Reggie Sanderson, *Tennis (women)*
Clark Teuscher, *Sports Information*
Linda Deno, *Associate Athletic Director, Volleyball, Compliance*
Elaine DeZeeuw, *Athletic Trainer*
Jared Hall, *Athletic Trainer*
Lou Esposito, *Football*
Amy Siegel, *Basketball (women)*
Jason Dowiak, *Soccer (men & women)*
Rick O'Dette, *Baseball*
Frank Wilkins, *Softball*
Doug Knutson, *Golf*

Office of Business Affairs

Randal J. Freebourn, *Vice President for Business Affairs & Treasurer*
Nancy Studer, *Director of Human Resources*
Tony Baltes, *Assistant Vice President for Facilities & Planning*
TBA, *Director of Dining Services*
Sheila Wood, *Director of College Store*
Debra Sizemore, *Director of Student Financial Services*
JoAnn Wiley, *Comptroller*

Office of Institutional Advancement and Marketing

Maureen V. Egan, *Vice President of Institutional Advancement and Marketing*
Steven P. Brady, *Director of the College Fund*
Kendra Illingworth, *Director of Alumni and Parent Relations*
Rebecca Scherer, *Director of Publications and Media Relations*
Elizabeth Graf, *Director of Research*

Division of Student Development

John Keller, *Vice President for Student Development and Dean of Students*
 David Weed, *Associate Dean of Students for Counseling & Health Services*
 Ernest Watson, Jr., *Associate Dean of Students for Safety and Security*
 Leslie Hielema, *Director, Center for Indiana Partnerships*
 Dixie Green, *College Nurse*
 Adam Malson, *Director of Career Development*
 Sarah Spencer, *Director of Educational Support Services*
 William Massoels, *Director of Athletics*
 Michele Gunkelman, *Assistant Dean for Campus Life*

ALUMNI ASSOCIATION BOARD OF DIRECTORS**--OFFICERS--**

Stephen M. Ligda '62

President

Evergreen Park, Illinois

Louis B. Offer '69

Vice President for Alumni Relations

Royal Oak, Michigan

Terra Maienbrook '97

Vice President for Campus Relations

Rensselaer, Indiana

Michael G. Bauman '79

Vice President for Administration

Greenwood, Indiana

Kendra Illingworth

Executive Director

Remington, Indiana

Mark Randall '91

Vice President for Academics,

Recruitment and Placement

Mahomet, Illinois

DIRECTORS

Edward Balas '96

Derek Dabrowiak '01

James Deegan '59

Edward Feicht '71

Gail Giles-Coleman '77

Edward Habrowski '71

Beth Jerzyk '02

Kurt Krouse '96

Jackie Leonard-Tackett '95

Kelli Lucito '90

Breain Ma'Ayteh '02

Georgia McKim '89

Kara Meyer '93

Donna Moran '73

Kris Sakelaris '82

Brian Studebaker '92

Julie Suhr '89

Michael Vallone '60

Bloomington, Indiana

Terre Haute, Indiana

Oak Forest, Illinois

Rensselaer, Indiana

Gary, Indiana

Fair Oaks, Indiana

Whiting, Indiana

Lexington, Kentucky

O'Fallon, Illinois

Munster, Indiana

Indianapolis, Indiana

Rensselaer, Indiana

Munster, Indiana

Indianapolis, Indiana

Hammond, Indiana

De Pere, Wisconsin

Rensselaer, Indiana

Franklin Park, Illinois

212 Administration and Faculty

FACULTY

Jennifer Barce (1996)

Associate Professor of Education

B.A., Indiana University, 1988; Ph.D., Indiana University, 1995.

Frederick R. Berger (1978)

Director of Television and Associate Professor of Communications

B.A., Purdue University, 1976; M.A., Purdue University, 1978.

Robert D. Brodman (1992)

Professor of Biology

B.A., Rutgers University, 1985; M.S. University of Michigan, 1987; M.S., Eastern Michigan University, 1989; Ph.D., Kent State University, 1992.

Brian L. Capouch (1985)

Assistant Professor of Computer Science

A.B., Indiana University, 1975; M.S., Purdue University, 1992.

David B. Chattin (1984)

Provost, Vice President for Academic Affairs, Associate Professor of Psychology

B.S., Randolph-Macon College, 1980; M.A., Vanderbilt University, 1982; Ph.D., Vanderbilt University, 1988; Institute for Educational Management, Harvard University, 1993.

Susan Chattin (1991)

Assistant Professor of History

B.S., Saint Joseph's College, 1985; M.A., Valparaiso University, 1991. U.S. Office of Education/Fulbright Foundation Project in Southern Africa, summer 1993; Faculty Exchange in Hainan Province, China, summer 1994; ICIP Research Grant in India, spring, 1996.

Jennifer Coy (2005)

Assistant Professor of Physics

B.S., University of Toledo, 1997; M.S., Purdue University, 2000. Ph.D. (Cand.) Purdue University.

David Dixon (2001)

Assistant Professor of Political Science

B.A., Wheaton College, 1985; M.A., Penn State University, 1988; Ph.D., University of Notre Dame, 1997.

Karen E. Donnelly (1984)

Professor of Mathematics

A.B., Indiana University, 1969; Ph.D., Northwestern University, 1975.

John B. Egan (1962)

Professor of Music

B.Mus., College-Conservatory of Music of Cincinnati, 1956; Ph.D., Indiana University, 1962.

A. Aristides Gamez (2003)

Assistant Professor of Spanish

B.A., College of St. Joseph, 1990; M.A., University of New Hampshire, 1992; Ph.D., State University of New York, 1995.

Philip F. Gilbert, C.PP.S. (1961)*Associate Professor of Mathematics*

B.S., Saint Joseph's College, 1952; University of Detroit, 1960-61; B.A., University of Dayton, 1960; M.S., University of Illinois, 1964; Purdue University.

Frederick Greene (2002)*Assistant Professor of Criminal Justice and Sociology*

B.B.A., Kentucky State University, 1984; J.D., University of Notre Dame Law School, 1987. University of Cincinnati.

Anne M. Gull (1996)*Associate Professor in Chemistry*

B.S., Saint Francis College, 1990; Ph.D., Purdue University, 1995.

Antoinette M. Halgas (2004)*Assistant Professor of Social Work*

B.S., Indiana University, 1982; M.S.W., Indiana University, 2004.

Neal H. Haskell (1998)*Associate Professor of Biology*

B.S., Purdue University, 1969; M.S., Purdue University, 1989; Ph.D., Purdue University, 1993.

William G. Jennings (1965)*Assistant Professor of Physical Education*

B.P.E., Purdue University, 1957; M.Ed., Loyola University (Chicago), 1963.

Judith A. Jezierski (1986)*Associate Professor of Nursing*

R.N. Roseland Community Hospital School of Nursing; B.S.N., Loyola University; M.S.N., St. Xavier College.

Judith Kanne (1984)*Assistant Professor of Education*

B.S. in Ed., Indiana University, 1963; M.S. in Ed., Indiana University, 1974.

Charles M. Kerlin (1968)*Professor of English*

B.S., Purdue University, 1960; M.S. Purdue University, 1961; Ph.D., University of Colorado, 1968.

Maia Kingman (1999)*Assistant Professor of English*

B.A. Ball State University, 1994; M.A. Ohio University, 1999.

Jeffrey Kirch, C.PP.S. (2004)*Instructor of Religion; Chaplain*

B.A., Saint Joseph's College, 1998; M.Div., M.A. Catholic Theological Union, 2004.

Stephen E. Lewis (2004)*Assistant Professor of English*

B.A., Swarthmore College, 1990; M.A., The University of Chicago, 1992; Ph.D., The University of Chicago, 1998.

Terra Maienbrook (2001)*Assistant Professor of Accounting*

B.S., Saint Joseph's College, 1997; C.P.A. State of Kentucky, 1998.

214 Administration and Faculty

Michael Malone (1996)

Associate Professor of Philosophy

B.A., Cardinal Glennon College, 1985; M.A., Saint Louis University, 1994; Ph.D., Saint Louis University, 1997.

Teresa Massoels (1996)

Associate Professor of Marketing and Management

B.S., Saint Joseph's College, 1989; M.B.A., Indiana University, 1994.

Linda J. McFarland (1999)

Associate Professor of Marketing and Management

B.S., Indiana State University, 1990; M.B.A., Indiana Wesleyan, 1994.

Timothy McFarland, C.P.P.S. (1985)

Core Coordinator, Associate Vice President for Academic Affairs, Associate Professor of Religion

B.S., Saint Joseph's College, 1978; M. Div., Catholic Theological Union, 1983; Washington University (summer 1990); Institute for Clinical Health Care Ethics, St. Louis University Medical Center, 1991; Ph.D., St. Louis University, 1995; Institute for Educational Management, Harvard University, 1997.

Margery McIlwain (1986)

Assistant Professor of Mathematics

B.S., Purdue University, 1972; M.A.T., Purdue University, 1979.

Robert V. Monfort (1980)

Associate Professor of Finance and Accounting

B.S., Saint Joseph's College, 1972; M.B.A., DePaul University, 1980; C.P.A., State of Indiana, 1979; C.F.A. (Phase 1), Financial Analysts Federation, 1981; J.D., DePaul University, 1988.

Sally A. Nesselrode (1998)

Associate Professor of Communications

B.S., Oklahoma State University, 1987; M.S., Oklahoma State University, 1998.

John P. Nichols (1968)

Professor of Philosophy, NEH Distinguished Professor

B.A., University of Dayton, 1955; S.T.B., Catholic University of Fribourg, 1961; University of Graz; S.T.L., Catholic University of Fribourg; Ph.L., Catholic University of Louvain, 1965; Ph.D., Catholic University of Louvain, 1967; Danforth Associate, 1977-83; Council for Philosophical Studies Fellowship, 1977, N.E.H. Summer Fellowship, U. of Wyoming, 1984; N.E.H. Summer Seminar Director, 1985; Accreditation Review Council of the North Central Association, 1998-2001; Senior Fellow at the Association of American Colleges and Universities, 1999-2002.

Michael J. Oakes (1998)

Associate Professor of Economics and Finance

B.A., Indiana University, 1981; M.B.A., University of Rochester, Rochester, NY, 1984.

Roger G. Olson (1992)

Associate Professor of Mathematics

B.S., State University of New York, College at Oneonta, 1975; The Pennsylvania State University, 1976-77; M.S., University of Notre Dame, 1987; Ph.D., University of Notre Dame, 1991.

Robert Pfaff (1993)

Professor of Chemistry, Director of Transfer Orientation, Assistant Vice President for Academic Affairs

B.A., Augustana College, 1975; M.S., University of Oklahoma, 1978; Ph.D., University of Oklahoma, 1980.

Chad A. Pulver (2004)

Assistant Professor of Psychology

B.S., Saint Joseph's College, 1997; M.S.Ed., Purdue University, 1999; Ph.D., Purdue University, 2004.

Patricia Querry (2004)

Assistant Professor of Physical Education

B.E., University of Central Oklahoma, 1988; M.E., University of Oklahoma, 1990; Ed.D., Oklahoma State University, 1998.

Heidi Rahe (1988)

Dean of Freshmen, Assistant Vice President for Academic Affairs, Assistant Professor in Communication

B.A., Concordia College, 1982; M.A., North Dakota State University, 1984.

John Rahe (1985)

Assistant Professor of Communication and Theatre Arts

A.A., Highland Community College, 1976; B.S., Kansas State University, 1978; M.A., Kansas State University, 1980.

Robert Reuter, C.P.P.S. (1997)

Associate Professor of Philosophy

B.A., Cleveland State University, 1984; M.A., Cleveland State University, 1990; Ph.D., Purdue University, 1997.

Patricia E. Robinson, B.V.M. (1977)

Professor of Sociology

B.A. (History), Mundelein College, 1962; M.A. (History), Loyola University, 1964; M.A. (Sociology), University of Notre Dame, 1973; Ph.D., University of Notre Dame, 1977; NEH Summer Fellowship, Northwestern University, 1983; NEH Summer Fellowship, Boston University, 1986.

George M. Roy (2004)

Assistant Professor of Accounting/Finance

B.B.A., Marshall University, 1977; M.B.A., Marshall University Graduate School, 1982.

Thomas J. Ryan (1990)

Associate Professor of Education

B.A., Saint Joseph's College, 1970; M.S., Purdue University, 1973; Ed.D., Nova Southeastern University, 1995.

Catherine A. Salyers (1991)

Head Librarian and Assistant Professor

B.S., Ball State University, 1969; M.L.S., Ball State University, 1979.

Todd Samra (2004)

Assistant Professor, Choir Director

B.S., Indiana University Purdue University; B.G.S., Ball State University, 1995; M.M., University Missouri Columbia, 1997, Ph.D. (Cand.) Ball State University.

216 Administration and Faculty

Robert E. Schenk (1974)

Professor of Economics

B.A., Saint John's University (Minn.), 1968; M.A., University of Wisconsin, 1970; Ph.D., University of Wisconsin, 1977.

Walter A. Scherb (1969)

Assistant Professor of Marketing and Management

B.S., Northern Illinois University, 1965; M.S., Northern Illinois University, 1967.

Mark Seely (1997)

Associate Professor of Psychology

B.S., Eastern Washington University, 1991; M.A., University of California, Davis, 1993; Ph.D., University of California, Davis, 1996.

Ilicia Sprey (2002)

Assistant Professor of History

B.A., University of Vermont, 1986; M.A., University of Virginia, 1990; Ph.D., University of Virginia 1998.

William J. Stang, C.P.P.S. (1977)

Professor of Biology

B.S., Saint Joseph's College, 1968; M.Div., Catholic Theological Union, 1977; M.A., Indiana State University, 1981; Clinical Pastoral Education, Wales, Wisconsin, summer 1975 and Mendota State Hospital summer 1982; M.D., Indiana University Medical School, 1987.

Robb Thiel (1993)

Associate Professor of Music

B.M.E., University of Evansville, 1979; M.S.E., Indiana University, 1989.

Jody Taylor Watkins (1985)

Reference/Assistant Librarian and Assistant Professor

B.A., University of Maine at Presque Isle, 1983; M.L.S. George Peabody College for Teachers of Vanderbilt University, 1984; M.S., Purdue University (Anthropology), 1994; Ph.D. (cand.), Purdue University (Anthropology).

Peter Watkins (1989)

Associate Professor of Political Science

B.A. (Hons), University of Warwick, 1981; A.M., Washington University, 1983; Ph.D., Washington University, 1995.

William A. White (1985)

Professor of History

B.A., Miami University, 1969; Ph.D., Northwestern University, 1974; NEH Summer Seminar, University of Wisconsin, 1985.

Cheryl Wistrom (1993)

Associate Professor of Chemistry

B.S., Northern Michigan University, 1984; M.S., University of Michigan, 1986; Ph.D., University of Michigan, 1991; B.S. Pharmacy, Purdue University, 2003; R.Ph., State of Indiana, 2004.

Chau-Ming Wong (1997)

Associate Professor of Psychology

B.A., College of Saint Benedict, Minnesota, 1985; M.A., University of Notre Dame, 1990; Ph.D., University of Notre Dame, 1992.

Bonita Zimmer (1980)*Associate Professor of Art, Assistant Professor of Education*

B.F.A., Indiana University, 1973; B.S., Indiana University, 1975. M.A. Purdue University, 1986.

Lana Zimmer (2005)*Assistant Professor of Education*

B.S. Ball State University, 1975. M.S. Purdue University, 2003.

EMERITI FACULTY**Allen J. Broussard (1964-1998)***Associate Professor Emeritus of Accounting*

B.S., University of Southwest Louisiana, 1958; M.B.A., University of Arkansas, 1960; C.P.A., State of Indiana, 1968.

David D. Chesak (1970-2002)*Professor Emeritus of Physics*

B.S., Purdue University, 1958; M.E.E., University of Louisville, 1963; Ph.D., Ohio University, 1971; P.E., 1963. NASA Summer Research Institutes, Marshall Space Flight Center, 1967, 1968, and 1974; AEC Summer Institute, Washington State University, 1973; USAF Summer Faculty Research, Edwards Air Force Base, 1976; Summer Faculty Research Fellowship, Johnson Space Center, 1981 and 1982; Navy Summer Faculty Research Fellowship, Naval Aerospace Medical Research Laboratory, Pensacola, 1985.

Michael E. Davis (1952-1998)*Professor Emeritus of Geology*

B.S., Kansas State University, 1950; M.S., Kansas State University, 1951; N.S.F., Summer Institute, Millsaps College, 1968; Summer Institute, Wayne State University, 1969; Department of Energy Study, Miami University, 1977; Summer Institute, Rose-Hulman Institute, 1978; L.H.D., Saint Joseph's College, 1998.

Dominic B. Gerlach, C.PP.S. (1952)*Professor Emeritus of History and German.*

M.A., Saint Louis University, 1952; University of Michigan, Summer, 1956; Goethe Institute, Munich, Summer, 1962 and 1972; Catholic University of America, Summer, 1965.

John D. Groppe (1962-2003)*Professor of English*

B.S., City College of New York, 1954; M.A., Columbia University, 1957; University of Notre Dame, 1957-62. N.E.H. Fellowship, Dartmouth College 1975-76.

Lawrence F. Heiman, C.PP.S. (1943)*Professor Emeritus of Music*

B.A., Saint Joseph's College, 1945; M.A., Catholic University of America, 1949; Marquette University, Summer, 1950; L.C.G., Pontifical Institute of Sacred Music (Rome), 1958; M.C.G., Pontifical Institute of Sacred Music (Rome), 1959; D.S.Mus., Pontifical Institute of Sacred Music (Rome), 1970.

Duvall Jones (1973-1999)

Professor Emeritus of Biology

A.B., Western Maryland College, 1995; M.S., University of Maryland, 1961; Ph.D., University of Florida, 1967.

Leonard J. Kostka, C.PP.S. (1948-1979)

Professor Emeritus of Religion

J.C.L., Catholic University of America, 1942; Seton Hall University, Summer, 1948; Saint Louis University, Summer, 1954.

William J. Kramer, C.PP.S. (1953-1990)

Professor Emeritus of Chemistry

L.Sc.N., University of Fribourg (Switzerland). 1951; Sc.D., University of Fribourg (Switzerland), 1952.

Hermes D. Kreilkamp (1967-1993)

Professor Emeritus of History and Philosophy

B.A., Mary Immaculate College, 1945; S.E.O.L., Pontifical Oriental Institute (Rome), 1951; Ph.D., Catholic University of America (History), 1964; M.A., Catholic University of America (Literature), 1966; M.S.L.S., Catholic University of America, 1976.

Edward P. McCarthy, C.PP.S. (1957-1980)

Professor Emeritus of Philosophy

M.A., Catholic University of America, 1945.

Andrew G. Mehall (1961-1992)

Professor Emeritus of Biology

B.S., University of Detroit, 1957; M.S., Syracuse University, 1961; Ph.D., University of Illinois, 1970; Research Participant, Illinois Institute of Technology, 1971; N.S.F. Summer Institute, University of Washington, 1965.

John P. Posey (1969-2002)

Professor Emeritus of History

B.S.Ed., University of Georgia, 1958; M.A., University of Georgia, 1959; Ph.D., University of Georgia, 1962; Ford Foundation Fellowship, Institute of Far Eastern History and Civilization, Florida State University, Summer, 1965; U.S. Office of Education Projects in India, Summers 1972 and 1982; Institute on Egyptian Culture and Society, American University of Cairo, Summer, 1974; N.E.H. Summer Fellowship, Columbia University, 1983.

Charles J. Robbins, C.PP.S. (1940-1978)

Professor Emeritus of Classical Languages

B.A., Saint Joseph's College, 1940; M.A., Catholic University of America, 1945; Litt.D. Saint Joseph's College, 1978.

Charles R. Rueve, C.PP.S. (1946-2001)

Professor Emeritus of Mathematics

B.A., Saint Joseph's College, 1947; M.S., University of Notre Dame, 1949; Ph.D., University of Notre Dame, 1963.

Richard F. Scharf (1940-1981)

Professor Emeritus of Physical Education

B.S., Saint Joseph's College, 1938; M.E. in P.Ed., Indiana University, 1949; LL.D., Saint Joseph's College, 1982.

Robert J. Vigeant (1975-1993)*Assistant Librarian and Assistant Professor Emeritus*

A.B., Assumption College, 1950; M.S., Simmons College, 1957.

Paul R. White, C.PP.S. (1956-1992)*Professor Emeritus of Economics*

B.A., Saint Joseph's College, 1954; University of Michigan, Summer, 1955; M.A., Catholic University of America, 1956; Cornell University.

ASSOCIATE FACULTY**William E. Del Principe (1975)***Associate Professor of Accounting and Finance*

B.S., Saint Joseph's College, 1973; M.B.A., DePaul University, 1976; C.P.A., State of Illinois, 1973.

Robert J. Garrity (1972)*Professor of Philosophy and English*

B.A. (German), LaSalle University, 1953; M.A. (Religion), LaSalle University, 1954; University of Pittsburgh, 1955; University of Georgia, 1958 and 1988; M.A. (Philosophy), Duquesne University, 1962; Ph.D., Duquesne University, 1964; M.A. (English), Purdue University, 1983 and 1994; University of Kansas, 1989; University of Wisconsin, 1990.

William Massoels (1996)*Lecturer in Physical Education*

B.S., Saint Joseph's College, 1989.

J. Philip McGraw (1984)*Lecturer in Business Law*

B.S., Saint Joseph's College, 1970; J.D., Valparaiso University, 1973; National Judicial College (Reno), 1978.

William Oates (1992)*Lecturer in Journalism*

B.A. Milligan College, 1971; M.A. University of Akron, 1984.

Kathryn O'Neill (1988)*Lecturer in Business Law*

B.A., Indiana University, 1970; J.D., Indiana University Law School, 1975.

**ASSOCIATE FACULTY IN AFFILIATED
MEDICAL TECHNOLOGY PROGRAMS****Rosemary Butkiewicz**

St. Margaret Mercy Hospital, Hammond, Indiana

Shirley Replogle

Ball Memorial Hospital, Muncie, Indiana

**SAINT JOSEPH'S COLLEGE/ST. ELIZABETH SCHOOL OF NURSING
CONSORTIUM FACULTY**

Theresa Atwood (2005)

Lecturer in Nursing

Diploma, Good Samaritan Hospital School of Nursing, Cincinnati OH, 1965;
B.S.H.S., Ball State University, Muncie IN, 1972; M.S.Ed., Purdue University, West
Lafayette IN, 1982; B.S.N., Purdue University, West Lafayette IN, 1986.

Rebecca J Benkert (2005)

Lecturer in Nursing

Diploma, St. Elizabeth School of Nursing, Lafayette IN, 1985; B.S.N., Old Dominion
University, Norfolk VA, 1989; M.S.N., Old Dominion University, Norfolk VA, 1993,
Certification - Neonatal Nurse Practitioner, 1994.

H. Dianne Denham Davis (2005)

Lecturer in Nursing B.S.N., University of Mississippi, Jackson MS, 1967; M.S.N.,
Rutgers University, New Brunswick NJ, 1971; Certified Clinical Specialist - Adult
Psychiatric Mental Health Nursing, American Nurses' Credentialing Center, 1986-
1990.

Carol L. Dobson (2005)

Lecturer in Nursing

A.D., Vincennes University, Vincennes IN; B.S.N., Indiana Wesleyan University,
Marion IN, (2003).

Sandra D. Fights (2005)

Lecturer in Nursing

A.D., Purdue University, West Lafayette IN, 1982; B.S.N., Purdue University, West
Lafayette IN, 1985; M.S.N., Ball State University, Muncie IN, 1990; Certification -
Medical Surgical Nursing, American Nurses' Credentialing Center.

Michelle L. Gerrety (2005)

Lecturer in Nursing

B.S.N., Purdue University, West Lafayette IN, 1994; M.S.N., Indiana University-
Purdue University, Indianapolis IN, 1997.

Margaret M. Housley (2005)

Lecturer in Nursing

Diploma, New England Deaconess Hospital School of Nursing, Boston MA, 1965;
B.S.N., University of Connecticut, Storrs CT, 1969; M.S.N., Purdue University,
Calumet IN, 1993.

John R. Jezierski (1986)

Lecturer in Nursing

B.S.N., Loyola University, Chicago, IL, 1972; M.S.N., St. Xavier University, Chicago
IL, 1981; Certification: Nursing Administration - Advanced, American Nurses'
Association, 1984-1988.

Stacie L. Klingler (2005)

Lecturer in Nursing

Diploma, St. Elizabeth School of Nursing, Lafayette IN, 1992; B.S.N., Saint Joseph's
College, Rensselaer IN, 2003, Graduate Studies – Nursing, Indiana University-Purdue
University, Indianapolis IN.

Judith L. Lanoue (1995)*Lecturer in Nursing*

Diploma, St. Elizabeth School of Nursing, Lafayette IN, 1993; B.S.N., Saint Joseph's College Rensselaer IN, 1994; M.S.N., Valparaiso University, Valparaiso IN, 1997; Post Master, Family Nurse Practitioner, Valparaiso University, Valparaiso IN, 1997.

Jennifer I. Minter (2005)*Lecturer in Nursing*

Diploma, St. Elizabeth School of Nursing, Lafayette IN, 2000; B.S.N., Saint Joseph's College, Rensselaer IN, 2001.

Leticia A. Mitchell (2005)*Lecturer in Nursing*

B.S., Far Eastern University, Manila Philippines, 1964, M.S., Purdue University, West Lafayette, IN, 1988, Diploma, St. Elizabeth School of Nursing, Lafayette IN, 1995; B.S.N., Saint Joseph's College, Rensselaer IN, 2003.

Donna M. Moore (2005)*Lecturer in Nursing*

B.S.N., Purdue University, West Lafayette, IN, 1992, Graduate Studies – Nursing, Purdue University, Calumet IN.

Kathleen S. Murtaugh (2005)*Lecturer in Nursing*

B.S.N., Northwestern State University, Natchitoches LA, 1978; M.S.N. Northwestern State University, Natchitoches LA, 1990; Certification: Nursing Administration, American Nurses' Credentialing Center, 1990.

Nelva Darlene Rainwater (1999)*Lecturer in Nursing*

Diploma, St. Elizabeth School of Nursing, Lafayette IN, 1985; B.S.N., Saint Joseph's College, Rensselaer IN, 1990; M.S.N., Indiana University-Purdue University, Indianapolis IN, 1994.

Anita K. Reed (1992)*Lecturer in Nursing*

B.S.N., Ball State University, Muncie IN, 1976; M.S.N., Valparaiso University, Valparaiso IN, 1994.

Teresa L. Safford (2005)*Lecturer in Nursing*

A.D., Indiana State University, Terre Haute IN, 1985; B.S.N., Indiana State University, Terre Haute IN, 1987, M.S.N., Purdue University, Calumet IN, 2001.

Shelly R. Shaffer (2005)*Lecturer in Nursing*

B.S.N., Indiana University, Kokomo, IN, 1991, Graduate Studies – Nursing, Ball state University, Muncie, IN

Tamara S. Shields (2005)*Lecturer in Nursing*

Diploma, St. Elizabeth School of Nursing, Lafayette IN, 1995; B.S.N., Indiana Wesleyan University, Marion IN, 1998, M.S.N., Purdue University, Calumet IN, 2002.

Vicki L. Simpson (2005)

Lecturer in Nursing

A.D., Purdue University, West Lafayette IN, 1978; B.S.N., Purdue University, West Lafayette IN, 1980; M.S.N., Indiana University-Purdue University, Indianapolis IN, 1986.

Sharon E. Smith (2005)

Lecturer in Nursing

B.S., Purdue University, West Lafayette, IN, 1986, Diploma, St. Elizabeth School of Nursing, Lafayette IN, 2001, M.S.N., Frontier School of Midwifery and Family Nursing, Hyden KY, 2005

Linda S. Tarter (2005)

Lecturer in Nursing

B.S., Purdue University, West Lafayette IN, 1972; M.S.Ed., Purdue University, West Lafayette IN, 1974; A.A.S., Purdue University, West Lafayette IN, 1982; B.S.N., Purdue University, West Lafayette IN, 1984.

Glenda D. Wicks (2005)

Lecturer in Nursing

Diploma, St. Elizabeth School of Nursing, Lafayette IN, 1987; B.S.N., Saint Joseph's College, Rensselaer IN, 1997, Graduate Studies – Nursing, Indiana University-Purdue University, Indianapolis IN.



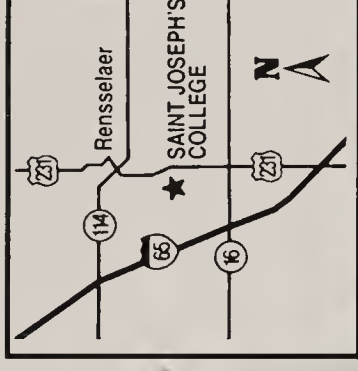
*A student showing his excitement
at the College's Commencement ceremony.*

INDEX

| | | | |
|----------------------------------|--------------|---|---------|
| Academic: | | Criminal Justice | 103 |
| Awards | 59 | Dean's List | 56 |
| Classification | 56 | Degree Candidacy | 21 |
| Credits | 46 | Degrees Offered | 18, 20 |
| Dismissal | 56 | Designer Major, Minor | 21 |
| Honesty | 54 | Dining Service | 40 |
| Services | 33 | Directed Study | 48 |
| Accounting | 68 | Disabilities | 34, 35 |
| Accreditation | 1 | Dismissal | 56 |
| Administration | 208 | Double Major | 20 |
| Admissions | 14 | Early Admission | 15 |
| Advanced Placement (AP) | 47 | Early Childhood | 175 |
| Affiliations | 1 | Earth Science | 121 |
| Alumni Association Board | 211 | Economics | 105 |
| Art, Art Education | 71 | Education | 57, 109 |
| Associate Degrees | 18, 20 | Educational Opportunity Grants | 29 |
| Athletics; eligibility | 57 | English | 113 |
| Grants | 29 | Enrollment | 46 |
| Athletic and Recreation Programs | 39 | Experiential Credit | 47 |
| Athletic Training | 162 | Fax | 40 |
| Auditing Courses | 47 | Faculty | 212 |
| Bachelor Degree | 18, 20 | Family Educational Rights & Privacy Act | 58 |
| Bank/Student Financial Services | 40 | Fees | 22 |
| Biology | 75 | Finance | 85, 88 |
| Biology-Chemistry | 75 | Financial Aid | 24 |
| Business Administration | 85 | Grants/Scholarships | 25 |
| Business-Computer Science | 99 | Athletic | 28 |
| Calendar | 5 | Educational Opportunity | 29 |
| Campus Facilities | 42 | Pell | 29 |
| Campus Ministry | 38 | Financial Policies | 23 |
| Campus Visits | 14 | First Year Programs | 33 |
| Career Development | 38 | Foreign Languages | 118 |
| Chemistry | 92 | Foreign Students | 17 |
| Church Music | 12, 193, 195 | Forensic Science | 76 |
| College Level Exam (CLEP) | 47 | French | 118 |
| College Store | 40 | GED | 16 |
| Communication | 95 | Geology | 121 |
| Commuter Students' Lounge | 40 | German | 119 |
| Computer Science | 86, 98, 137 | Grade Reports | 54 |
| Computer Center | 12, 42 | Grading | 53 |
| Core | 11, 20, 65 | Graduation Requirements | 20 |
| Counseling | 33 | Graduation with Honors | 56 |
| Course: Add/Drop | 49 | Group Majors | 18, 20 |
| Attendance | 49 | Health Services | 41 |
| Credit | 46 | History | 124 |
| Fees | 22 | History of the College | 9 |
| Load | 49 | Home School | 15, 25 |
| Repeat | 54 | Honors | 56 |
| Schedule | 49 | Honor Societies | 64 |
| Withdrawal | 50 | Housing | 38, 44 |
| Creative Writing | 113 | Human Resource Management | 86 |
| Credit by Examination | 46 | Incomplete Grades | 53 |

| | | | |
|---------------------------------------|----------|---|-------------|
| Information Systems | 86, 98 | Pre-Professional Programs | 19, 79 |
| Independent Study | 48 | Pre-Dentistry | 79 |
| International Business | 85 | Pre-Law Curriculum | 19 |
| International Students | 17 | Pre-Medicine | 79 |
| International Studies | 126 | Pre-Pharmacy | 79 |
| Internships | 47 | Pre-Physical Therapy | 75 |
| Jazz Studies | 144 | Pre-Veterinary Program | 79 |
| Journalism | 128 | Probation Policies | 56 |
| Languages | 118 | Psychological Disabilities | 34 |
| Late Enrollment | 22, 46 | Psychology | 173 |
| Laundry | 41 | Readmission | 51, 56 |
| Lay Ecclesial Ministry | 130 | Refund Policies | 23 |
| Learning Disabilities | 35 | Registration | 49 |
| Leave of Absence | 50 | Religion | 179 |
| Library | 12 | Religion/Philosophy | 158, 179 |
| Life Science Teaching | 78 | Religious Services | 38 |
| Loans: Federal Stafford Student Loans | 30 | Residence Life | 38 |
| Perkins Loans | 29 | Room and Board | 22 |
| Mail Service | 41, 43 | Science Education | 78, 92, 121 |
| Majors | 18, 20 | Scholarships/Grants (see Financial Aid) | |
| Management | 86, 89 | Second Bachelor's Degree | 20 |
| Management Information Systems | 86 | Security and Safety | 41 |
| Marketing | 91 | Social Work | 182 |
| Mass Communication | 132 | Sociology | 185 |
| Master's Degree: Music Department | 195 | Spanish | 120 |
| Master's Degree: Liturgy | 197 | Spring Session | 48 |
| Mathematics | 137 | Student Activities | 40 |
| Math-Computer Science | 137 | Student Association | 32 |
| Mathematics Proficiency Requirement | 17 | Student Conduct | 32 |
| Meteorology | 121 | Study Abroad | 13, 49, 126 |
| Minors Offered | 19 | Summer Session | 48 |
| Mission Statement | 9 | Teacher Education/Certification | 57, 109 |
| Medical Technology | 79 | Telephones | 42 |
| Memberships, College | 1 | Transcripts | 58 |
| Multicultural Affairs | 39 | Theatre | 190 |
| Music | 142, 195 | Transfer Policies | 16 |
| Music-Business Administration | 143 | Trustees, Board of | 208 |
| Notary Public Service | 41 | Tuition and Fees | 22 |
| Nursing | 150 | Veterans: Admissions | 16 |
| Off-Campus Degrees | 21 | Assistance | 31 |
| Pass/Not-pass Option | 54 | Wildlife Ecology | 77 |
| Pastoral Liturgy Diploma | 199 | Withdrawal: College, Courses | 50 |
| Payment Plans: | 24 | | |
| Student Employment | 30 | | |
| Work-Study Program | 30 | | |
| Veteran's Assistance | 31 | | |
| Vocational Rehabilitation | 31 | | |
| Philosophy | 158 | | |
| Physical Education | 162 | | |
| Physics | 121 | | |
| Plagiarism | 54 | | |
| Political Science | 168 | | |
| Practical Experience | 47 | | |

CAMPUS MAP



◀ To Lafayette and I-65 South

U.S. Hwy. 231

To Rensselaer and I-65 North to Chicago via State Route 114 ▶

[1] **Main Chapel** - Chapel, WPUM TV-6 studio, psychology lab, offices, Board of Trustees conference room.

[2] **Schwietermann Hall** - residence for priests and brothers, Johnson Health Center, first floor women's residence hall, Admissions Welcome Center.

[3] **Xavier - McHale Hall** - administrative offices - President, Registrar, Institutional Advancement & Marketing, Alumni, Financial Aid, Bank, Business Office, Math lab.

[4] **Aquinas Hall** - Nursing classrooms and offices.

[5] **Administrative Computer Center** - administrative data processing, faculty offices, copy center, computer lab.

[6] **WPUM-FM 90.5** - radio station.

[7] **Post Office** - U.S. Post Office.

[8] **Maintenance Facility**

[9] **Lourdes Grotto** - Grotto and Stations of the Cross.

[10] **Justin Hall** - women's residence hall.

[11] **Sulte-Style Residence Hall** - Upperclass men and women.

[12] **Joseph L. Minilelli Memorial Field** - men's and women's soccer.

[13] **Halas Hall** - women's residence hall.

[14] **Softball Field** - women's softball.

[15] **Noil Hall** - men's residence hall.

[16] **Gallagher Hall** - men's residence hall.

[17] **Lawn Shop**

[18] **Power Plant**

[19] **Selfert Hall** - men's residence hall.

[20] **Halleck Student Center** - The Career Center, Student Association, Multicultural Affairs, Counseling Services, College Store, Student Affairs, Campus Life, Campus Ministry,

Switchboard, Ballroom, Security and Safety, student dining room, HUB snack bar, CORE XI, day student lounge.

[21] **Bennett Hall** - men's residence hall.

[22] **Gil Hodges Memorial Baseball Field/Rueh-Fitzgibbon Baseball Facility** - men's baseball.

[23] **Alumni Football Field** - football.

[24] **Track & Field Complex** - NCAA regulation track.

[25] **Tennis Courts** - men's and women's tennis.

[26] **Richard F. Scharf Alumni Field House** - men's and women's basketball, women's volleyball, Athletic Director, coaches offices.

[27] **Hanson Recreation Center** - intramural sports - basketball, racquetball, aerobics, Fitness Center, baseball, tennis, track, Sports Information.

[28] **Raleigh Hall** - Athletic Director, varsity football, soccer and track offices, weight training room, Art Department and offices.

[29] **Arts and Science Center** - North-South wing - Music Department, Robinson Memorial Library, auditorium, computer laboratory. East-West wing - physics, chemistry, biology, geology laboratories and classrooms.

[30] **Merlin Hall** - men's residence hall.

[31] **Banet Core Education Center** - lecture halls, science lab, multimedia classrooms, Core classrooms, Vice President for Academic Affairs, faculty offices.

[32] **Reflecting Pond**

Saint Joseph's College

P.O. Box 890

Rensselaer, Indiana 47978

Phone: 219-866-6170, 1-800-447-8781

FAX: 219-866-6122

Internet: <http://www.saintjoe.edu>

Non-Profit Organization
U.S. Postage Paid
Permit No. 2
Rensselaer, IN 47978